



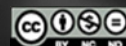
Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Public education
A world of opportunities



**DEPARTMENT OF
EDUCATION
FINAL REPORT 2016–17**



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SECTION 1: OVERVIEW

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Aubin Grove Primary School 2016 WA Primary School of the Year

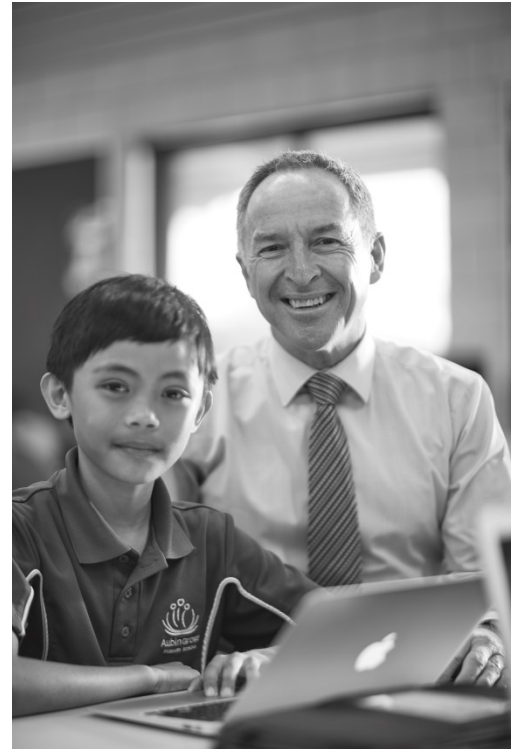
It takes an inspirational group of staff to make leading the State's largest – and this year's top – primary school look easy.

Building every student into a successful person is a top priority at the school, where students are taught anything is possible if you work hard enough.

“You get the best out of people by expecting the best from them and making a positive connection with others,” principal Frank Pansini says.

“When you make that connection, you really want to work hard for the person who believes in you.”

Read more about Aubin Grove Primary School in [Inspire](#).



About this report

This is the final report of the Department of Education. Following the State Election in March 2017, the new Government announced Machinery of Government changes in April 2017 to take effect on 1 July 2017.

The Government indicated that the changes across government agencies were to increase collaboration, deliver services more efficiently, focus on whole of government objectives, and deliver cost savings to assist with the State Budget.

As a result, the Department of Education and Department of Education Services will be amalgamated from 1 July 2017 and the resulting department will be designated the Department of Education with effect on and from 1 July 2017.

The School Curriculum and Standards Authority will continue as a statutory authority.

All staff of the three agencies will move to the new Department of Education on 1 July 2017 through a Disposition Order under the *Public Sector Management Act 1994* section 22B.

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Our activities and performance for the 2016–17 financial year are in the context of our strategic plan for public schools from 2016 to 2019, [High Performance – High Care](#); the State Government budget papers and other strategic documents.

This report details our achievements and successes as well as the challenges we face and the opportunities ahead. It also outlines our contribution to broader Government-desired outcomes and compliance with legislation and policy.

The report addresses reporting requirements in Treasurer’s Instruction 903: Agency Annual Reports and the Western Australian Public Sector Commission’s *Annual reporting framework: 2016–17 reporting year*.

School annual reports by calendar year are published on [Schools Online](#).

Note: Information about Year 12 students in 2014 should be considered in the context that these students were in a ‘half cohort’ following the changed school starting age in 2001.

Statement of compliance

Hon Sue Ellery MLC
Minister for Education and Training

In accordance with section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the final report of the Department of Education for the financial year ended 30 June 2017.

This is the final report as, following Machinery of Government changes announced in April 2017 and pursuant to section 35(2) of the *Public Sector Management Act 1994*, the Governor, under the *Public Sector Management Act 1994* section 35(1)(b), amalgamated the Department of Education and Department of Education Services; and designated the resulting department as the Department of Education with effect on and from 1 July 2017.

This final report is submitted, signed by the Reporting Officer as appointed by the Treasurer under section 68(1) of the *Financial Management Act 2006*.

The report has been prepared in accordance with the provisions of the *Financial Management Act 2006*.



JAY PECKITT
CHIEF FINANCE OFFICER
DEPARTMENT OF EDUCATION
REPORTING OFFICER

21 September 2017

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Department of Education Final Report 2016–17
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About us

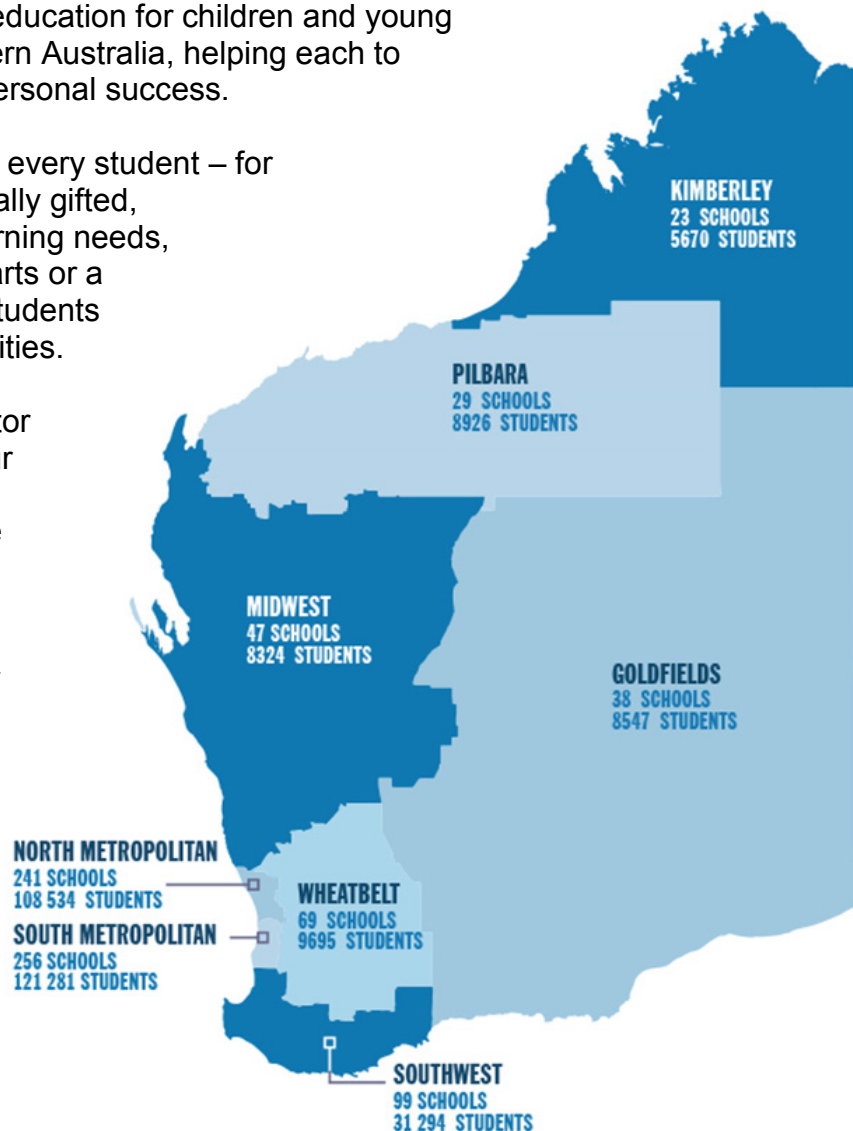
A strong public education system is the cornerstone of a successful society.

We provide high quality education for children and young people throughout Western Australia, helping each to achieve academic and personal success.

We provide programs for every student – for those who are academically gifted, students with special learning needs, those with a flair for the arts or a passion for sports, and students from vulnerable communities.

As the largest public sector employer in the State, our people are our most valuable asset. We value the wealth of knowledge and experience that people from different backgrounds bring to our schools and workplaces.

We work with parents, carers, families, agencies and organisations to prepare students with the skills, understandings and values to reach their potential and make a positive contribution to society.



Watch our video, [Welcome to Public Education in Western Australia](#), to find out more about our schools, our students and our people.

Our mission is for every child to be provided with a high quality public school education – whatever their ability, wherever they live, whatever their background.

Our goal as a public school system is to achieve excellence and equity by providing opportunities that extend and challenge every student to achieve the highest possible standards and their personal best; and by providing high quality education in communities across Western Australia.

Our values of learning, excellence, equity and care guide everything we do.

Our strategic directions – success for all students, high quality teaching, effective leadership, and strong governance and support – help us achieve our mission and goal for every child who attends a public school in Western Australia.

Our Minister was Hon Peter Collier MLC, Minister for Education, from 1 July 2016 to 17 March 2017; and Hon Sue Ellery MLC, Minister for Education and Training, from 17 March to 30 June 2017.

Our accountable authority is Ms Sharyn O'Neill, Director General, Department of Education.

Our relevant legislation is the *Public Sector Management Act 1994* in which the Department of Education is established under section 35; and the *School Education Act 1999* (except Part 4 and other provisions which apply to non-government schools).

OUR VALUES IN ACTION

Learning: We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity: We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse and exploitation.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.

Executive summary

Year in numbers

- \$4.8 billion was spent in 2016–17, an increase of 1.9% from the previous year.
- 302 271 students were enrolled in schools in 2017, the first time the public school system had more than 300 000 students.
- 6th consecutive year of public school market share increase at 67.2%, up from 66.6% in 2016.
- 6 new schools opened at the beginning of the 2017 school year to meet the growing population.
- 97.5% of WACE-eligible Year 12 students achieved ATARs of at least 55 and/or certificate II and higher qualifications in 2016.
- 113 remote and regional schools received fibre optic technology, increasing internet access up to 10 times previous capacity.

Executive summary

Year in dollars

The total cost of providing education services in 2016–17 was \$4.8 billion. [Figures 1 and 2](#) summarise sources of revenue and cost of services. Full details of financial performance during 2016–17 are in the [Financial Statements](#).

Our results in 2016–17 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in [Table 1](#).

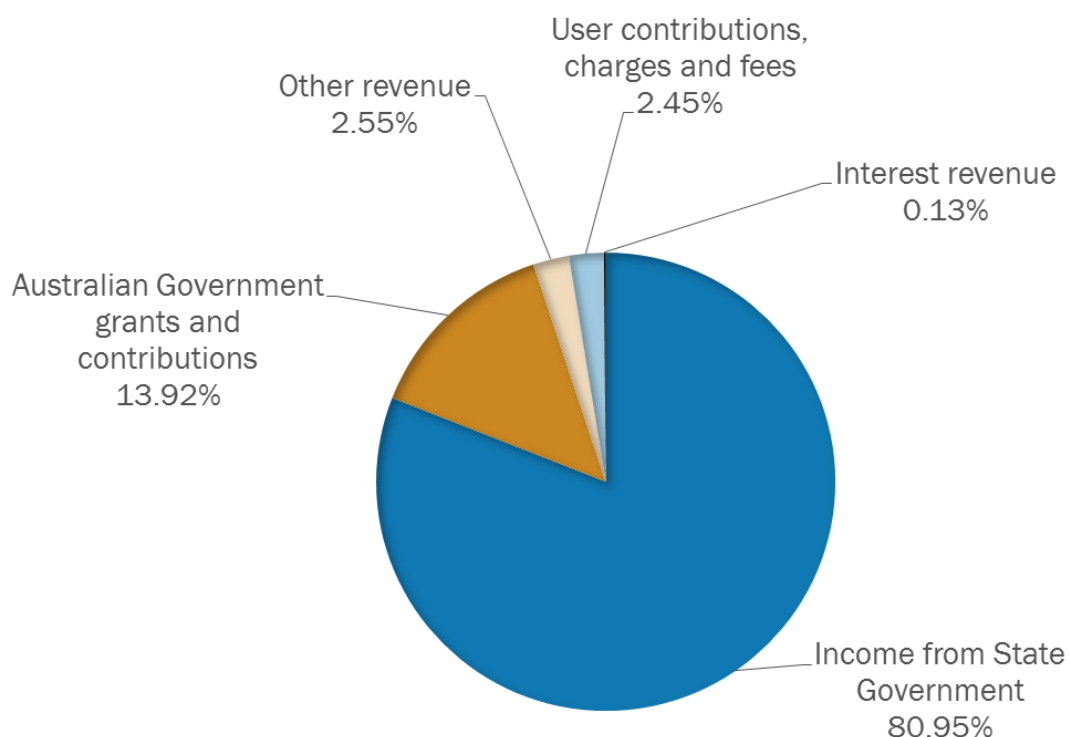
Table 1: Budget targets compared to actual results 2016–17

| | 2016–17 budget (\$'000) | 2016–17 estimated actual (\$'000) | 2016–17 actual (\$'000) | Variation 1 estimated actual vs actual (\$'000) | Variation 2 budget vs actual (\$'000) |
|--------------------------------------|-------------------------------------|-----------------------------------|-------------------------|---|---------------------------------------|
| Total cost of services | 4 841 214 | 4 790 051 | 4 759 686 | 30 365 | 81 528 |
| Net cost of services | 3 942 681 | 3 890 875 | 3 831 423 | 59 452 | 111 258 |
| Total equity | 16 350 562 | 13 861 492 | 13 462 405 | 399 087 | 2 888 157 |
| Net increase/(decrease) in cash held | (11 048) | (45 453) | (117 907) | 72 454 | 106 859 |
| | 2016–17 budget (FTE) ^(a) | 2016–17 estimated actual (FTE) | 2016–17 actual (FTE) | Variation 1 estimated actual vs actual (FTE) | Variation 2 budget vs actual (FTE) |
| Staff | 37 475 | 37 475 | 38 298 | (823) | (823) |

Source: Corporate Budgeting and Reporting

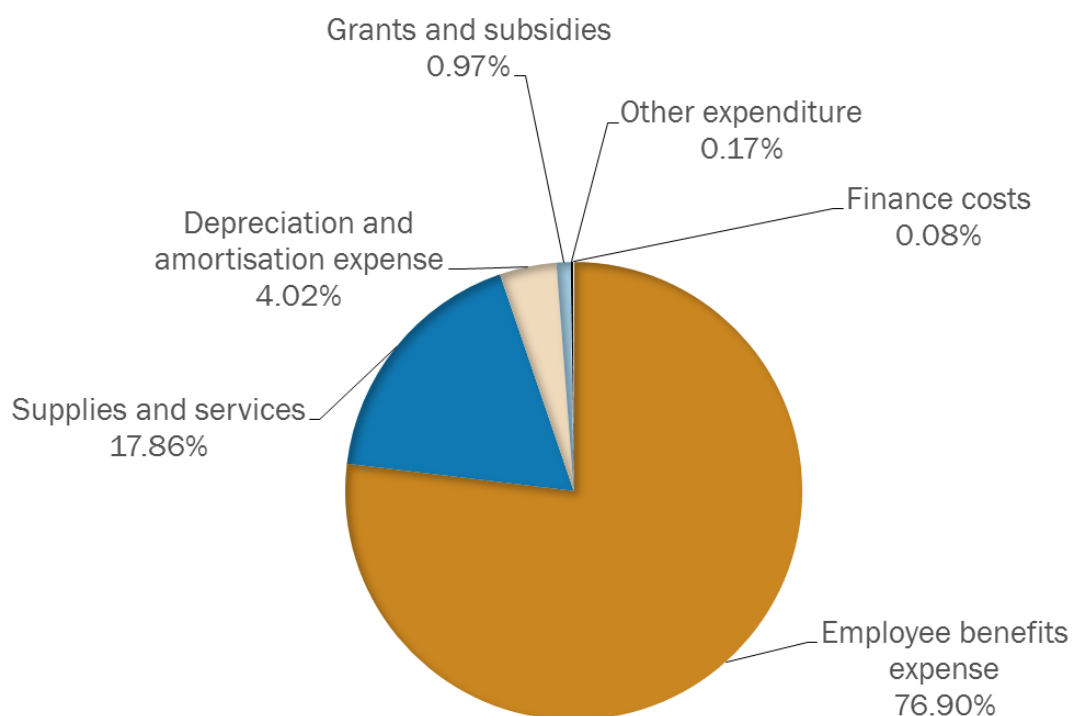
(a) Full-time equivalent.

Figure 1: Revenue sources 2016–17



Source: Department of Education, Financial Statements 2016–17

Figure 2: Costs 2016–17



Source: Department of Education, Financial Statements 2016–17

The underspend of \$30.4 million (0.6%) in actual to estimated actual total cost of services was due to:

- higher spending on school-based staff due to student enrolment growth and backfilling of staff on leave which was partially offset by a decrease in leave liability at 30 June
- depreciation expense being lower than estimated actual due to lower depreciation for buildings resulting from the change in school building values
- lower supplies and services expenditure due to higher spending by schools on non-current assets which influenced schools' expenditure capacity on supplies and services.

The net cost of services of \$3831.4 million was lower than estimated actual by \$59.5 million (1.5%) mainly due to the underspend of \$30.4 million and revenue being \$29.1 million (3.2%) higher than anticipated due to an adjustment relating to previous financial years.

The decrease of \$399.1 million in total equity compared with the estimated actual was mainly due to a decrease in the asset revaluation reserve due to a decrement to school building values. The decrease was partially off-set by an increase in accumulated surplus as a result of lower expenditure and higher revenue.

The decrease in cash held of \$117.9 million reflected strategies to reduce leave liability as well as the increase in the number of school-based staff.

The 2016–17 average FTE of 38 298 was 823 FTE (2.2%) higher than the approved 2016–17 budget estimate. This variance was attributed to increased student enrolments above projection for 2017 (projection 1.3% versus actual 2%) and backfilling of school-based staff while on long service leave.

Executive summary

Year scorecard

Key performance indicators help us assess and monitor the extent to which we have achieved Government-desired outcomes and enhance our ability to account to the community for our performance. Further information is in [Key Performance Indicators](#).

| Effectiveness indicators | Target | Achievement |
|---------------------------|--------|-------------|
| Participation rate | 92% | 96.9% |
| Apparent retention rate | 91% | 77.7% |
| Secondary graduation rate | 81% | 63.1% |

Students achieving at or above national minimum standards in the National Assessment Program – Literacy and Numeracy

| | | |
|-----------------|-----|-------|
| Year 3 Reading | 92% | 92.7% |
| Year 3 Writing | 94% | 95.0% |
| Year 3 Numeracy | 93% | 94.1% |
| Year 5 Reading | 91% | 89.4% |
| Year 5 Writing | 90% | 91.4% |
| Year 5 Numeracy | 94% | 91.8% |
| Year 7 Reading | 93% | 91.0% |
| Year 7 Writing | 87% | 85.0% |
| Year 7 Numeracy | 94% | 92.9% |
| Year 9 Reading | 91% | 91.2% |
| Year 9 Writing | 81% | 80.2% |
| Year 9 Numeracy | 95% | 93.9% |

| Efficiency indicators | Target | Achievement |
|--|----------|-------------|
| Cost per student full-time equivalent: Primary education | \$15 504 | \$15 344 |
| Cost per student full-time equivalent: Secondary education | \$19 095 | \$18 365 |

From the Director General

A year in the life of more than 800 schools across the length and breadth of the State has seen many changes, challenges and achievements.

Confidence in our schools continued to grow – which is a wonderful reflection of high quality school leaders and staff. We had a record 302 271 students in 2017 and this was the sixth consecutive year we increased market share. We also opened six new schools to meet the demands of Western Australia’s growing population.

Student performance continued to improve, particularly in many key areas of literacy and numeracy. In some areas and for some groups of students, including Aboriginal students, further improvements are needed. Achievement of Year 12 students was impacted by the higher requirements of the Western Australian Certificate of Education. Strategies for improvement will be progressed.

We continued to concentrate efforts on high quality leadership and teaching in all schools, with support and professional learning available across the State. A particular focus was on science, technology, engineering and mathematics (STEM) to ensure students develop the problem solving, negotiation and critical thinking skills essential for future careers.

At the beginning of 2017, the first of a number of specialised autism programs in schools opened. This was one example of providing targeted services for particular cohorts of students requiring additional support for their learning.

The State election in March saw a new Labor Government elected. We worked with the new Government and Minister to deliver on election commitments in education and the public sector. This included the announcement of Inner City College (planning name) to ease enrolment pressure on secondary schools in the inner and western suburbs. We also put in place the mechanism for additional education assistants to be employed in schools from 2018. Work will continue on delivering election commitments over the coming years including more teachers and a range of school infrastructure projects.

Following the election, the Government introduced major changes across government agencies to increase collaboration, deliver services more efficiently, focus on whole of government objectives and deliver cost savings to assist with the State Budget. In the lead up to the 1 July 2017 implementation date, we worked with the Department of Education Services and School Curriculum and Standards



Authority to ensure a smooth transition of staff and certain functions to the Department of Education, while maintaining services for statutory authorities and entities.

I trust that readers of this report find the account of our activities useful, relevant and interesting.

In concluding, I acknowledge the contribution of parents and communities who work with our school staff to support the education of their children. I also acknowledge the contribution of many organisations that partner with us to deliver services.

Most importantly, I thank all staff who, every day, commit to the learning, care and welfare of students in our schools.



SHARYN O'NEILL
DIRECTOR GENERAL

SECTION 2: GOVERNANCE

Framework and directions

Functional structure

Corporate executive

Governance framework

Significant issues for the next financial year



John Curtin College of the Arts 2016 WA Secondary School of the Year

The college's unique approach to education is inspiring a generation of talented and creative students to dream big.

The college uses arts as the context and enrichment tool to empower young people for their futures. Students are encouraged to be the best they can, rather than being at the top of everything.

"It's the arts that give students confidence and resilience and self-esteem," principal Mitchell Mackay says.

Students are going on to achieve great things not only in the arts but in medicine, law, engineering and science.

Read more about John Curtin College of the Arts in [Inspire](#).

Framework and directions

Performance management framework

Government goal of results-based service delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.

Department outcome: A public school system which provides access to a quality education throughout Western Australia.

Department services:

Primary education

Kindergarten to Year 6

197 347 students*

Secondary education

Years 7 to 12

104 924 students*

*See [Appendix 1](#) for further student enrolment information.

Strategic directions

Our strategic plan from 2016 to 2019, [High Performance – High Care](#), focuses our improvement efforts directly on student learning. It sets expectations for the creation of a culture of high performance and high care in every school, and in regional and central offices to enable us to achieve the highest educational objectives.

To provide specific directions for each school year, we published [Focus 2016](#) and [Focus 2017](#). Aligned to our strategic plan, these documents provided directions for schools, regions and Statewide services, and central responsibilities.

Functional structure

Schools

- Policy and governance framework
- High quality teaching and learning in schools
- Monitoring school performance and effectiveness
- Leadership and management in regions

Statewide Services

- Support and services for students and schools in curriculum, student behaviour and wellbeing, inclusive education, literacy and numeracy, and pathways
- Support for schools to meet the needs of Aboriginal students

Innovation, Performance and Research

- System reform initiatives to support increased school autonomy
- Strategic and technical advice about State and national education reforms
- Coordination of the move to National Assessment Program – Literacy and Numeracy (NAPLAN) online
- School evaluation, performance and accountability, including student assessment

Early Childhood Development and Learning

- Policy and strategic planning in early childhood education
- Coordination and implementation of State and national reforms

Statewide Planning and Delivery

- Planning future delivery of public schooling
- Regional development, remote schools, distance education and agricultural education
- Online learning and contemporary teaching and learning technologies and systems
- Coordinating delivery of professional learning for all staff

Workforce

- Human resource and recruitment consultancy service to principals and line managers
- Workforce strategic policy
- Industrial relations matters
- Employee support services
- Compliance with public sector legislation related to employment

Professional Standards and Conduct

- Standards of staff professional conduct and integrity
- Audit procedures
- Risk management services
- Screening of criminal history records for staff
- Monitoring compliance with Working with Children legislation
- Management of allegations of misconduct by staff
- Legal advice

Finance and Administration

- Strategic and operational financial management
- Budget processes
- Payroll processes
- Financial services support and training
- Acquisition and management of resources
- Commercial and contract governance support
- Capital works, asset acquisition and maintenance programs
- Information and communication technologies services
- Freedom of information

Executive and Communications Services

- Corporate communications and marketing
- Ministerial and executive services
- Program governance

The organisation chart is in [Appendix 4](#).

Corporate executive

Sharyn O'Neill – Director General

Sharyn O'Neill was appointed Director General of the then Department of Education and Training in June 2007. She is responsible for leading the public school system in Western Australia.

Ms O'Neill is a qualified teacher and has a Master of Education. She taught in a range of country and metropolitan primary schools before holding the position of deputy principal. She then progressed to policy, administration and executive positions in regional and central offices before being appointed Deputy Director General, Schools in 2006.

She is a member of the Australian Education Senior Officials Committee. She is also chief executive officer of the Country High School Hostels Authority. In 2016 she was awarded the Institute of Public Administration (WA) Patron's Award and was also made a Fellow of the Institute in recognition of her contribution to public administration in Western Australia.

David Axworthy – Deputy Director General, Schools

David Axworthy was appointed to this position in 2011 and is responsible for providing leadership and strategic direction for eight education regions and a number of networks of schools across the State. All regional executive directors report to this position.

Mr Axworthy is a registered psychologist and worked as a research psychologist for the Medical Research Council. He joined the Department in 1974 and has held leadership positions in schools, and in central and regional offices. In 2007 he acted as Chief Executive Officer of the Curriculum Council.

Jennifer McGrath – Deputy Director General, Finance and Administration

Jennifer McGrath was appointed to this position in 2015 and is responsible for leading resource allocation and financial management across the Department including school funding, infrastructure and information technology.

Ms McGrath has worked in the Western Australian public sector for 13 years, holding senior executive positions in a number of agencies including the Department of the Premier and Cabinet and Department of Finance. She has a Bachelor of Commerce and is a Certified Practising Accountant.

Stephen Baxter – Executive Director, Statewide Planning and Delivery

Stephen Baxter was appointed to this position in 2014. He is responsible for planning the future delivery of public schooling throughout the State including regional development, remote schools, distance education, online learning, agricultural education and residential colleges. He also establishes the strategic directions for professional learning and leadership development across the Department.

Mr Baxter is a qualified teacher and has more than 35 years' experience in public education. He has held a number of senior executive positions, including in regional Western Australia.

Cliff Gillam – Executive Director, Workforce

Cliff Gillam was appointed to this position in 2009 and is responsible for leading workforce directions and policies across the Department.

Mr Gillam has more than 20 years' public sector experience in human resource management and labour relations. Before joining the public service, he worked as an academic and a theatre arts professional. He is a Fellow of the Australian Human Resources Institute.

Mr Gillam was awarded the Institute of Public Administration (WA) Human Resource Management Practitioner of the Year in 2015 in recognition of his leadership of education workforce reforms.

Lindsay Hale – Executive Director, Statewide Services

Lindsay Hale was appointed to this position in 2014 and is responsible for portfolios that deliver support services for students and schools across the State.

Mr Hale joined the Department in 1984 as a teacher and worked in a range of positions before being appointed principal of Belmont City College. He was foundation Managing Director of the Institute for Professional Learning and has held a number of executive positions. He has a Master of Education Administration.

Garry Hewitt – Executive Director, Early Childhood Development and Learning

Garry Hewitt was appointed to this position in 2014 and is responsible for strategic leadership and delivery of Department, State and national reforms in early childhood education.

Mr Hewitt's leadership in public education spans 39 years and includes 22 years as a primary school principal. He has a Master of Education specialising in teaching and learning.

Peter Titmanis – Executive Director, Innovation, Performance and Research

Peter Titmanis was appointed to this position in 2012 and is responsible for system reform initiatives that support and enhance students' education outcomes.

Mr Titmanis began his career as a secondary science teacher before becoming a university lecturer in education and working as an education strategic planner as part of an Australian overseas aid program. He has a keen interest in data and extensive experience in school accountability and reporting.

He is currently leading national implementation of the National Assessment Program – Literacy and Numeracy (NAPLAN) online.

Jane Machin-Everill – Director, Executive and Communications Services

Jane Machin-Everill was appointed to this position in 2008 and is responsible for corporate communications and marketing, ministerial and executive services, and program governance.

She joined the Department in 2002 in the communications and marketing area. Prior to this she worked in communications in other government agencies, universities and education sectors. She is a Fellow of the Public Relations Institute of Australia.

Ms Machin-Everill is an observer on Corporate Executive and reports to the Director General.

Eamon Ryan – Executive Director, Professional Standards and Conduct

Eamon Ryan was appointed to the position in 2011 and is responsible for standards of staff professional conduct and integrity, management of allegations of misconduct by staff, audit, risk management, criminal history screening and legal services.

Mr Ryan first joined the Department in 2009 and prior to this he worked as a consultant in the private sector and held senior roles in the State and Australian Governments. He has a Bachelor of Arts (Legal Studies).

Mr Ryan reports to the Director General.

Regional executive directors

Regional executive directors are members of Corporate Executive. They are responsible in their regions for monitoring school performance and effectiveness, directing and overseeing delivery of support services for schools, and leading and managing operations in an environment of increasing school empowerment.

Milton Butcher – Acting, Goldfields Education Region

Milton Butcher is currently acting in this position, commencing in February 2017. He has more than 30 years' experience with the Department in teaching and leadership positions in both regional and metropolitan secondary schools.

He has also held positions in curriculum reform and the Year 7 to secondary initiative.

Sue Cuneo – South Metropolitan Education Region

Sue Cuneo was appointed to this position in 2016 after working as Pilbara Regional Executive Director since 2011.

She has more than 30 years' experience as a teacher, deputy principal and principal in small remote schools, large metropolitan schools and district high schools. She has also held a director of schools position.

Neil Darby – Pilbara Education Region

Neil Darby was appointed to this position in 2016. Prior to this he was a director of Schools Review and a director in the Goldfields, Albany and Fremantle-Peel districts.

His teaching and leadership experience includes principalships of metropolitan, regional and remote schools as well as consultant positions in science and Aboriginal education.

Neil Milligan – Southwest Education Region

Neil Milligan was appointed to this position in 2011. His experiences as an education leader have covered the diversity of the State ranging from the challenges of the Ngaanyatjarra Lands to the complexities of the growing southwest.

Alison Ramm – Wheatbelt Education Region

Alison Ramm was appointed to this position in 2016. Prior to this she held leadership positions that helped shape and implement reforms in staffing, school funding and resourcing, and autonomy.

She has also had teaching and leadership experience in metropolitan and country schools.

Greg Robson – Kimberley Education Region

Greg Robson was appointed to this position in 2011. Prior to this he was Professor and Head of the School of Education at Edith Cowan University for four years.

He has extensive experience as a teacher, researcher and curriculum consultant, and has held senior education leadership positions in Western Australia and South Australia.

Greg Thorne – Midwest Education Region

Greg Thorne was appointed to this position in 2014. Prior to this he was principal advisor supporting implementation of the student-centred funding model.

His teaching and leadership experience includes head of mathematics and principal of primary, district high and secondary schools. He has a Master of Educational Management.

James Webb – North Metropolitan Education Region

James Webb was appointed to this position in 2011. His experiences in the Department span 40 years as a teacher and principal in country and metropolitan schools, as well as in leadership roles in regional offices.

Governance framework

Corporate Executive

Corporate Executive, chaired by the Director General, met 11 times during the year.

The Director General had a performance agreement with the Minister. Regional executive directors had performance agreements with the Deputy Director General, Schools while all other Corporate Executive members had performance agreements with the Director General.

Information about members is in [Corporate executive](#) and an organisational chart is in [Appendix 4](#).

Corporate Executive committees

Audit

The Audit Committee assists the Director General to fulfil corporate governance and oversight responsibilities in relation to the Department's risk management and internal control systems.

The Audit Committee monitors the activities of the Internal Audit and Assurance Directorate, including progress of the internal audit plan that takes account of our strategic priorities and risks.

A representative from the Office of the Auditor General is an observer on the Audit Committee.

In 2016–17, a risk-based internal audit approach was adopted to ensure a balanced focus between auditing compliance with requirements, and auditing higher risk strategic, operational and financial activities.

Twenty-eight (28) audits were completed under this approach. In 2015–16, we undertook 96 audits which included school compliance reviews now managed through a separate process. Thirty-four (34) of these reviews were completed in 2016–17. The audits included pilot audits of a number of schools in 2016 which provided information on key areas of risk across schools. Full implementation of a revised audit approach based on this information commenced in 2017.

With risk inherent to operations, a robust risk management framework as an integral part of decision making was designed to support the proactive identification, assessment and management of risks and opportunities. A new risk management framework aligned to the Australian Standards and Treasurer's Instructions will be implemented in 2017–18.

Finance

The Finance Committee establishes high levels of financial governance and budget risk management, and ensures resources are used to maximise education outcomes of students. It provides advice to Corporate Executive and the Director General on resource allocations, performance against budget, financial risk management and financial implications of initiatives.

During the year the Finance Committee approved the Department's internal budget allocations and submission to the State Government annual budget process as well as the student-centred funding model rates for schools. It also monitored performance against budget and implemented strategies to address budget and service delivery risk.

Information and communication technologies (ICT)

The Information and Communication Technologies Committee ensures appropriate alignment of ICT-related services and initiatives to our strategic drivers. It reviews major ICT initiatives and makes recommendations to Corporate Executive on funding allocations for ICT.

During the year, 14 work proposals (21 in 2015–16) for new projects were approved and 28 projects (17 in 2015–16) were closed on time and within budget. At 30 June 2017, 23 projects (33 at 30 June 2016) were being monitored.

Policy

Policy development is governed through the Policy Committee which maintains the policy framework and advises Corporate Executive on strategic policy priorities. It manages compliance with processes to ensure policies achieve their identified outcomes, comply with requirements, and are consistent with legal and policy obligations.

This year, the Policy Committee examined, proposed and revised policies, and provided recommendations to Corporate Executive for approval. Ten (10) policies underwent major assessments (four in 2015–16), 11 policies had minor amendments (34 in 2015–16) and eight policies were removed (11 in 2015–16).

Our [Policies website](#) continued as the online repository for all policies. We received and completed 145 formal policy enquiries (191 in 2015–16).

Program governance

Governance of projects, programs, operations, grants, service agreements, evaluations, reviews, pilots and trials is undertaken by the Program Governance Group. It ensures these are aligned strategically with our priorities. It reviews their status and considers variations before making recommendations for approval to Corporate Executive on proposals, plans and cessations.

At 30 June 2017, 94 projects, 58 programs and 206 operations were documented. During the year, 33 new projects (51 in 2015–16) were recommended to Corporate Executive and approved by the Director General; and 40 projects (23 in 2015–16) closed on time and within budget.

School planning

The School Planning Committee leads the development and monitoring of a Statewide schooling plan and ensures it is aligned with our strategic asset plan.

Progress was made during the year on the development of this plan and mechanisms for improved governance of decision making were further enhanced for the prioritisation of school infrastructure.

Significant issues for the next financial year

Legislative amendments to the **national funding of schools** have been agreed by the Australian Parliament, to come into effect from 2018. Under the new legislation, funding for Western Australian public schools is proposed to progressively increase over six years. As a condition of receiving funding from the Australian Government, States and Territories would be required to maintain their real level of per-student funding using the Australian Government's prescribed rate of indexation and implement a range of national reforms.

Success for every student, best possible teaching practice and effective leadership remain key priorities for public schools. The focus is on explicit teaching of literacy and numeracy (particularly writing in the secondary years), students' skills for emerging industries and technologies, and school improvement through effective leadership.

Resilience, emotional regulation and behaviour of children and young people continue to be issues in the community and schools. Priorities for public schools include strengthening cooperation among agencies and developing cross-agency partnerships to better support students, piloting a full service school, and enhancing student mental health and wellbeing programs.

While Western Australia has made some gains, **outcomes for Aboriginal students** remain disproportionately and unacceptably low in comparison with non-Aboriginal students. Priorities for public schools, embedded in the Aboriginal Cultural Standards Framework, include targeted support, research partnerships, an Elders in Residence initiative and KindiLink.

Increasing the connection between schools and children's care services can reduce the pressure on everyday family life and help parents pursue or maintain employment. Preparation and planning are underway for **outside school hours care and long day care services** to be set up on school sites in response to community needs.

There is continued growth in **vocational education and training in schools**, and associated support needs of schools and students. A work plan addressing the findings of the Auditor General's report and prioritising improved support for public schools is being implemented.

Creating shared understanding in schools of the **newly developed Western Australian standards** of student achievement from Pre-primary to Year 12 is challenging. To ensure comparability of standards, moderation processes are being developed for Pre-primary to Year 10, and implemented for examinable and non-examinable courses in Years 11 and 12.

The Departments of Education and Education Services **will amalgamate on 1 July 2017**, and the resulting agency is designated the Department of Education with effect on and from 1 July 2017. The School Curriculum and Standards Authority (the Authority) will continue as a statutory authority, however all staff will transfer to the new Department where they will continue to deliver the Authority's services. The

focus is on continuing to deliver high quality services, and refining governance arrangements for public and non-government school services.

The number of teachers with expertise in teaching science, technology, engineering and mathematics (STEM) and languages remains a challenge to meet current and future needs. Continuing strategies for public schools include training and developing teachers, and engagement with universities on teacher education.

Some schools in Western Australia were scheduled to complete the **National Assessment Program – Literacy and Numeracy (NAPLAN) online** in May 2017 as part of a phased implementation, with all schools to be online by 2019. As Education Ministers agreed to delay this implementation, work continues to support schools for NAPLAN online in 2018.

Long term Australian Government funding remains an issue for **additional kindergarten hours**. The amount for 2018 is set to drop due to a new national allocation methodology.

Planning is commencing for the review of the **student-centred funding model** for public schools in 2018. In the interim, adjustments are being made ahead of the review to ensure more equitable funding arrangements for small senior high schools.

The next **enterprise bargaining agreement** for public school teachers is anticipated to be finalised in 2017–18. Separate logs of claims are expected from the Principals' Federation of Western Australia and State School Teachers' Union of Western Australia. Bargaining parameters are being developed based on the Public Sector Wages Policy and Statement 2017.

SECTION 3: PERFORMANCE

Priority 1: Success for all students

Priority 2: High quality teaching

Priority 3: Effective leadership

Priority 4: Strong governance and support



Mount Lawley Senior High School

2016 WA Premier's Excellence in Aboriginal Education Award

An unwavering commitment to help Aboriginal students is inspiring academic success and building a sense of personal pride and cultural connections at the school.

"I think what marks our position in terms of Aboriginal education is that we have an uncompromising expectation that students can – and will – achieve to their full potential," says principal Milton Butcher.

"When students leave here, I would like them to have a stronger sense of who they are, what they are about and where they want to go."

Read more about Mount Lawley Senior High School in [Inspire](#).

Priority 1: Success for all students

High expectations of success for every student in every school.

Student performance and achievement

With enrolment in 2017 of 302 271 students from Kindergarten to Year 12, public schools increased market share for the sixth year in succession, with 67.2% of all Western Australian students compared with 66.6% in 2016. Enrolment information is in [Appendix 1](#).

The student attainment rate continued to improve from 76.6% in 2013 when the rate was introduced to 88.6% in 2015 and 97.5% in 2016. The rate improved even more significantly for Aboriginal students from 65.1% in 2013 to 78.0% in 2015 and 97.7% in 2016.

Improvement was underpinned by more Year 12 students achieving certificate II and higher qualifications from 43.6% in 2013 to 60.6% in 2015 and 75.3% in 2016.

Higher requirements for Western Australian Certificate of Education (WACE) achievement in 2016 had an impact on Year 12 student results. For the first time, students in 2016 had to meet designated standards in reading, writing and numeracy through Year 9 national testing or the School Curriculum and Standards Authority's Online Literacy and Numeracy Assessment to achieve the WACE. All three standards were achieved by 91.3% of Year 12 students who met enrolment requirements to achieve the WACE. The three standards were achieved by 72.8% of Year 12 Aboriginal students who met enrolment requirements to achieve the WACE.

The higher WACE requirements were reflected in the Year 12 WACE achievement rate which dropped to 89.4% in 2016 from 96.2% in 2015, and to 69.8% in 2016 from 87.5% in 2015 for Aboriginal students.

Details of Year 12 student achievement are in [Tables A20 to A22](#).

A new award structure saw our students receive 1742 School Curriculum and Standards Authority awards in 2016 (546 in 2015 under the old award structure). Caitlin Revell from Perth Modern School won the Beazley Medal: WACE; and Tate Bertola from Esperance Senior High School won the Beazley Medal: Vocational Education and Training (VET).

The 2016 Rob Riley Memorial Prizes for the top Year 12 Aboriginal students were won by Patrick Olofsson from Perth Modern School (WACE) and Elli Swinson from Comet Bay College (VET).

In 2016, 938 Aboriginal students participated in Follow the Dream: Partnerships for Success that provided after-school tuition and mentoring for aspirant Aboriginal secondary students. Sixty-eight percent (68%) of Aboriginal students who achieved ATARs at and above 55 (68% in 2015), and 41% (49% in 2015) of Aboriginal students who achieved a WACE had participated in Follow the Dream. The program also accounted for 38% of Aboriginal students who received certificate IIs and 22% of Aboriginal students who received certificate IIIs in 2016.

In 2016, nearly 85 000 of our Year 3, 5, 7 and 9 students were assessed in the annual National Assessment Program – Literacy and Numeracy (NAPLAN).

Five [key performance indicator](#) targets relating to the percentages of students achieving NAPLAN national minimum standards in reading, writing and numeracy were exceeded (Year 3 reading, writing and numeracy; Year 5 writing; and Year 9 reading). Targets for seven indicators were not met, however the percentage achieved for Year 9 writing was equal to the best ever and for Year 9 numeracy was the second best.

In comparison with the NAPLAN baseline year of 2008 for reading, spelling, grammar and punctuation, and numeracy, the 2016 percentages of students achieving the national minimum standards were higher in 14 of the 16 assessments.

For writing, where the baseline comparison year is 2011, the 2016 percentages of students achieving national minimum standards were marginally higher in Year 3, substantially higher in Years 5 and 9, and lower in Year 7.

Between 2015 and 2016, there were substantial improvements in the percentages of students achieving national minimum standards in Years 5, 7 and 9 writing, and Year 9 grammar and punctuation.

The mean scores for all assessments were higher than in the baseline year of 2008. For writing, the 2016 mean was higher than the baseline 2011 mean in Year 3, the same in Years 5 and 9, and lower in Year 7.

Between 2015 and 2016 the means remained stable for 18 of the 20 assessments. There were notable improvements in Year 3 spelling and Year 7 writing.

Female students substantially outperformed male students in all areas of literacy across all year levels. Marginally higher means were reported in numeracy for male students in all year levels. The percentages achieving national minimum standards in numeracy were marginally higher for female students in all year levels.

The performance of Aboriginal students continued to show variability. Many Year 3 and 9 results were the best ever while results for Years 5 and 7 were mixed. Writing improved across all year levels between 2015 and 2016.

Further NAPLAN results are in [Key Performance Indicators](#) and [Appendix 2](#). Results from 2017 NAPLAN will be reported in next year's annual report.

During 2017, 76 public schools prepared to complete NAPLAN online. Education ministers nationally chose to delay commencement to 2018 to ensure there was sufficient time to resolve any technical issues. We continued to support schools to prepare for the transition to online which will enable results to be available sooner than for paper based tests.

Student progress

To support school staff to improve student outcomes, we provided tools for presenting student performance data; and professional learning for leaders and teachers on using and analysing the data and setting targets to lead improvement.

We assessed more than 24 500 Pre-primary students in the on-entry assessment program, giving teachers high quality diagnostic information about literacy and numeracy skills and understandings of students at the start of compulsory schooling.

School staff were provided with information on the literacy and numeracy progress that students made between the Pre-primary on-entry assessment and Year 3 National Assessment Program – Literacy and Numeracy (NAPLAN), allowing them to set high expectations and targets for individuals and groups of students in the early years of schooling.

In 2017, we worked with the Telethon Kids Institute to develop tools using data from the triennial Australian Early Development Census (AEDC). School staff used community maps and profiles as well as confidential individual school profiles to inform strategic and early childhood curriculum planning. See also [Best start to learning for young children](#).

School staff were supported to make informed judgements about which students met the broad definition of disability under the *Disability Discrimination Act 1992* when completing the Nationally Consistent Collection of Data for School Students with Disability. The information will enable better targeting of programs and resourcing decisions to ensure these students continue to receive high quality learning experiences.

Student attendance

School attendance has remained stable at close to 91% since 2013. In 2016, it was 90.7% (90.9% in 2015). For Aboriginal students, it was 75.8% (76.3% in 2015), the lowest in recent years. We had 71.4% of our students attending school regularly (90% and more of the time). Details of attendance rates are in [Appendix 3](#).

At 30 June 2017, we had 1316 staff (1176 in June 2016) designated as badged attendance officers under the *School Education Act 1999*.

[Focus 2017](#) required schools to use a new Student Attendance Toolkit to assist leadership teams to build attendance strategies into strategic, operational and classroom planning. The toolkit included a bank of practical resources to support staff to strengthen student engagement and reduce barriers to attendance.

In 2016, 10 remote schools continued to participate in the Australian Government's Remote School Attendance Strategy by working with families, organisations and communities to develop local approaches to improve Aboriginal student attendance.

The KindiLink pilot aimed to improve attendance rates for Aboriginal children through improving transition to school. See also [Best start to learning for young children](#).

During 2016, 83 attendance advisory panels were convened (53 in 2015 and 19 in 2014) with parents of persistently absent students. The 2015 and 2014 figures differ to those reported in previous annual reports due to a strengthening in reporting practices.

We initiated 105 Responsible Parent Agreements in 2016 (80 in 2015 and 35 in 2014) which outlined actions by parents and support services to improve student attendance and/or behaviour.

The number of panels and agreements has increased since 2014 due to changes to the *School Education Act 1999*, and our focus on severe non-attendance and improving the panel process. In 2016, a number of education regions provided schools with access to pools of potential panel members.

No parents were prosecuted in 2016 for their children's non-attendance (none in 2015 and one in 2014).

We continued to work with other agencies and organisations to locate students whose whereabouts were unknown and reduce the number not participating in education or approved options. At 30 June 2017, the whereabouts of 1423 students of compulsory school age were unknown (1156 in June 2016).

Student behaviour and engagement

In 2016, behaviour and engagement support was coordinated through the new School of Special Educational Needs: Behaviour and Engagement which included the Midland Learning Academy and 13 engagement centres.

The Midland Learning Academy, piloted in 2016, re-engaged 17 severely disengaged students who, by the end of 2016, had an average attendance rate of 80.9%. The engagement centres managed 609 cases of intensive support for students with extreme, complex and challenging behaviour.

More staff (6490 in 2016 compared to 4691 in 2015) participated in Classroom Management Strategies and Positive Behaviour Support programs.

We continued to work with government and non-government organisations, including the Child and Adolescent Mental Health Service, Youth Justice Services and Department for Child Protection and Family Support, to address students' complex behaviour and support needs. See also [Collaboration to support school staff](#).

In 2016, 12 598 students (4.3% of enrolled students) were suspended for behaviour breaches – a slight decrease from 4.6% in 2015. Of the 219 requests for additional support received from schools with students at severe educational risk (eight or more suspensions), we provided 126 with intensive behavioural support and the remaining 93 requests were supported at school-level.

Eight students were excluded in 2016 (12 in 2015 and 22 in 2014).

We continued to provide alternative settings to meet the specific needs of some students.

For students unable to access regular schools or specific subjects, in 2016 the [School of Isolated and Distance Education](#) (SIDE) delivered more than 4000 virtual classroom lessons each month. In addition, students accessed more than 500 courses online. Upgraded bandwidth in a number of schools improved access to SIDE services, providing a greater capacity for using bandwidth-heavy tools as well as enabling more users to access lessons simultaneously.

Through the Boarding Away from Home Allowance for Isolated Children, we supported 1556 students in 2016 (1346 in 2015) at a total cost of just over \$3.2 million (just under \$2.8 million in 2015). We also supported 272 students (297 in 2015) boarding at the WA Colleges of Agriculture through the Agricultural Colleges Special Subsidy Boarding Away from Home Allowance, amounting to just under \$0.6 million (similar to 2015).

Our five WA Colleges of Agriculture provided specialist agricultural education and training in residential environments for students from Years 10 to 12.

The four Schools of Special Educational Needs (Behaviour and Engagement, Disability, Medical and Mental Health, and Sensory) provided intensive support for 12 450 students in 2016.

The School of Special Educational Needs: Medical and Mental Health supported 5167 students in more than 20 Department of Health settings. These students had medical or mental health issues that prevented them from participating in programs at schools in which they were enrolled.

The Clontarf Foundation Academies program continued in 24 schools in 2016 and the Aboriginal Youth Ranger program continued in three Kimberley schools. They supported the retention of Aboriginal students to Year 12 as well as their transition to further education, training and work.

Science, technology, engineering and mathematics (STEM)

During the year, 670 staff attended workshops and 612 were involved in webinars to support implementation of the WA Curriculum: Technologies in 2018.

We provided to 655 schools with primary-aged students a resource kit (total cost of \$3.7 million) of programmable interactive robots, electronic engineering resources to create real world projects, and touch tablet devices pre-loaded with coding applications.

We commenced designing and delivering e-learning and collegial support for teachers through our integrated online environment Connect to develop consistent practice and improve outcomes for students in STEM.

A STEM plan was developed with 32 projects supporting schools to increase engagement of students with STEM. Projects focused on improving the quality of

STEM teaching which research shows makes the greatest difference to student outcomes.

In early 2016, in partnership with the not for profit social enterprise Innovation Unit, we started the Teacher Development Schools STEM Innovation Partnerships initiative. Community experts and staff from 29 schools developed professional practices to increase student engagement. In late 2016, 82% of partnership schools reported increased confidence to implement STEM education, and 89% reported their teachers had changed teaching practices as a result of the initiative. Resources and expertise were shared with other schools in 2017.

In 2016, Scitech won a contract to produce Kindergarten to Year 12 STEM teaching resources and professional learning. By 30 June 2017, four resources were produced and eight professional learning workshops were held around the State for 226 teachers.

The STEM Centre at Cecil Andrews College, a unique new stand-alone facility, opened during the year. It included a lecture theatre, engineering studio, central planning room, science laboratory and preparation areas.

In 2016–17, we supported schools to implement career development programs that equip students to navigate work and life options. Support included 11 workshops for 213 staff to implement individual pathway planning using resources published in 2016.

Gifted and talented education

In 2017, 1921 students (2017 students in 2016) in Years 5 and 6 were selected to participate in courses through the [Primary Extension and Challenge](#) (PEAC) program.

In 2017, selective [Gifted and Talented programs](#) were delivered by 17 secondary schools. For 2017, we offered 976 places (975 in 2016) in each year level in selective academic, languages and arts programs. The academic program was also available online for selected students in country WA. Host schools provided a unique and challenging curriculum and this was monitored through their annual school reports.

In 2017, we received 3560 applications for secondary places from students who were at the time in Years 6 to 10, an increase of 7% from 2016. This included applications for the new Gifted and Talented selective academic program at Fremantle College for Year 7 students in 2018.

Best start to learning for young students

Our 21 Child and Parent Centres continued to support families with young children in the areas of early learning, parenting, and child and maternal health. In 2016–17, they provided 726 programs and services with approximately 100 000 child attendances and 84 000 adult attendances. This was up from 649 programs and services with around 73 000 child attendances and 50 000 adult attendances in 2015–16.

Through our partnership with Playgroup WA, we continued to support the establishment and consolidation of community-led playgroups hosted on and near school sites. Playgroup WA linked schools with groups of parents interested in forming playgroups but without suitable places to meet. Playgroup WA also developed online resources for families to enrich learning activities at playgroups and in the home. The number of community-led playgroups meeting on public school sites increased from 34 in 2014 to 86 in 2016.

In the second year of the three year KindiLink pilot, 344 three-year-old Aboriginal children were registered to participate with a parent/caregiver. The play and learn sessions supported children to move to Kindergarten and served to further engage families in their children's learning.

Through the Australian Government funded Aboriginal Early Childhood Language Support Program, up to 50 schools were supported by seven full-time equivalent speech and language staff. They worked with early childhood teachers to improve school readiness for Aboriginal students in Pre-primary and Year 1.

We worked with local governments (including Wanneroo, Armadale, Mandurah and Bunbury) that commenced putting in place plans to work with their communities to improve outcomes for young children based on data from the Australian Early Development Census (AEDC).

We developed resources providing learning sequences for the WA Curriculum: Mathematics for Pre-primary to Year 2 and Year 7. We also developed a toolkit on an explicit approach to phonics instruction to support Kindergarten to Year 2 teachers. These supplemented the literacy and numeracy explicit teaching resources already available.

In 2016, 2671 parents attended the Positive Parenting Program. The priority was parents of children in the early years of schooling and those moving to secondary school.

Student leadership and care

Schools continued to give students a voice through student leadership teams. These students set an example for other students and assisted with organising and supporting events such as assemblies, sporting carnivals and fundraising initiatives.

The School of Special Educational Needs: Sensory Youth Advisory Council (made up of deaf, hard of hearing, deafblind and vision impaired students) provided student leadership that informed the school's services and directions.

In 2016, council members worked with the Commissioner for Children and Young People through the Thinker in Residence program. Findings from the committee's 2015 research project, Sensory Students' Social Media Use, informed how a future app could be designed to support young people to connect, communicate and improve their wellbeing.

Many students took on caring roles in their wider community through charity work in schools. For example, Year 11 and 12 students at Gilmore College created clothes for Tiny Sparks, a WA charity that supports premature babies and their families.

Ballajura Community College's Year 12 captain James Fazio was named a finalist in the 2017 WA Young Achiever Awards for promoting mental health among students. He introduced the Zero2Hero program at the school, raised funds for the Red Cross and is a member of the college's Amnesty club.

Priority 2: High quality teaching

A renewed and relentless focus on the best possible teaching practices.

Teacher performance and support

In 2016–17, more than 600 registrations were received for workshops to skill school leaders to performance manage staff in teaching roles using the Australian Professional Standards for Teachers and Australian Teacher Performance and Development Framework. This supported the requirement of our Employee Performance policy to embed performance management into school culture; and recognise, evaluate and support high quality teaching aligned to the standards.

All professional learning and support provided by the Institute for Professional Learning was aligned to the Australian Professional Standards for Teachers and was also available for temporary and casual teachers. Professional learning for teachers and education leaders helped to develop collaborative and reflective approaches to improve teacher quality.

In 2016–17, there were more than 4700 attendees for components of the Graduate Teacher Professional Learning Program, and 656 graduate teachers accessed individual support and mentoring through the In-Class Coaching component.

Experienced teachers, including aspirant Level 3 classroom teachers and senior teachers, built their skills and understandings of effective teaching practice, and increased their capacity to become classroom leaders.

Seventy-four (74) participants attended a program about teaching in our schools for people returning to teaching after extended leave and qualified teachers from outside WA. The program covered policies, employment opportunities, support and resources.

In 2016, 69 Teacher Development Schools (TDSs) supported teachers to implement the WA Curriculum through professional learning events with 9382 attendances. They also provided tailored learning, with 6917 attendances in response to 706 requests for support. Professional learning was aligned to the Australian Professional Standards for Teachers. Based on feedback from nearly 2000 respondents who were supported by TDSs, 81% reported increased confidence to implement the curriculum and 65% reported they had changed their practice as a result of the events.

Connect Communities continued to provide principals and teachers with a forum to network and share resources and ideas. In 2016–17, more than 45 000 staff participated in one or more of the 6900 active Connect Communities.

Access to high quality online data services – including the Student Achievement Information System and Online Student Information, and professional learning in the use of these services – assisted teachers to develop analytical and evaluative practices.

A Kindergarten reporting template was created for optional use from 2017 to inform parents of their children's development across the five outcomes of the Early Years Learning Framework. Schools that did not choose to use the new template continued to provide parents with information about their children's learning in Kindergarten through existing school-developed formats.

School performance reviews by our Expert Review Group strengthened teachers' analytical practices by promoting reflective consideration on their teaching and how it could be delivered most effectively.

Teaching quality and practice

In 2016–17, our Expert Review Group conducted reviews of 12 schools where performance was of concern. School leaders were supported to implement improvement strategies that focused on whole-school approaches and unified teaching practice delivery. In addition, three studies were conducted where exemplary practice was exhibited, with findings available to all school leaders.

Schools with students from Kindergarten to Year 2 conducted the annual audit of the National Quality Standard (NQS) to inform their school improvement plans. To support consistent interpretation of the NQS, principals were able to request verification of their audit findings. In 2016, 95 schools were verified.

Professional learning and resources aligned to the staged implementation of the WA Curriculum were provided with an increased focus on support for phase two and three learning areas. In Semester 1, 270 participants attended professional learning for implementing the health and physical education curriculum; 236 for the humanities and social sciences curriculum; and 384 for the arts curriculum.

In 2016, teachers began familiarising themselves with the new languages curriculum to be introduced with Year 3 students in 2018 and progressing to Year 8 students in 2023. In 2016–17, three Language Teacher Development Schools provided 22 professional learning events for 455 participants. In response to 13 requests for support, they also provided tailored professional learning for another 103 participants. Education Services Australia designed and drafted an online Indonesian language program for Year 3 students which we will publish next year on Connect.

We developed another online professional learning module for teachers to meet the needs of English as an additional language/dialect students acquiring Standard Australian English and gaining access to the WA Curriculum.

Teaching students with disability

Services and support were provided to school staff for students with disability and additional learning needs.

Thirteen (13) Special Educational Needs Teacher Development Schools delivered 197 targeted professional learning events for school leaders, teachers and education assistants in 2016.

Through the four Schools of Special Educational Needs (Behaviour and Engagement, Disability, Medical and Mental, and Sensory), 3295 professional learning events were delivered for 15 482 staff.

Professional learning by staff of the School of Special Educational Needs: Disability supported teachers of Kindergarten and Pre-primary students with Autism Spectrum Disorder. Ten (10) schools received ongoing support. Staff also provided specialised professional learning for teachers in the Secondary Autism Extension Program for high functioning students at high risk of disengaging from school.

In 2017, a new team of experienced school psychologist consultants, led by a Lead School Psychologist, began working with schools to provide greater accuracy and efficiency in allocating resources for students with disability.

In 2016, the School of Special Educational Needs: Sensory commenced distributing 164 Soundfield Systems that amplify teachers' voices to improve classroom listening environments. Due to the prevalence of middle ear infections and conductive hearing loss among Aboriginal students, remote and regional schools in the Pilbara, Goldfields and Midwest where the Aboriginal student population was greater than 60% could request systems, to be distributed by July 2017. Schools in the Kimberley participated in a similar initiative in 2010.

College Row School in Bunbury, for students with severe intellectual and multiple disability, won the International Society for Augmentative and Alternative Communication award for School/Organisation of 2017. The award recognised the school's commitment to improving the lives of students with complex communication needs and changing the community's perception of augmentative and alternative communication. In 2017, the school provided students with complex communication needs with their own customised portable communication system.

Student wellbeing and support

An average 316.8 full-time equivalent (FTE) school psychologists in 2016 (304.7 FTE in 2015) supported school staff with student behaviour, learning, mental health and wellbeing.

As part of our pastoral care for students, 644 schools (635 in 2015) accessed chaplaincy services through in-school chaplaincy programs, school chaplaincy support and pastoral critical incident response services. In the 2015–2016 round, 500 schools received State and/or national funding towards their in-school chaplaincy programs.

Schools continued implementing programs to support student wellbeing and safety by enhancing social and emotional competencies and understanding in children.

With Youth Focus and the Child and Adolescent Mental Health Service, we continued to deliver the Schools Suicide Response and Prevention Project for the Mental Health Commission to schools across all sectors. In 2016–17, suicide prevention workshops were attended by 199 of our staff; and a dedicated school

psychologist provided 439 consultations for schools regarding suicide prevention, risk assessments and support for those affected by a suicide.

In 2016, the Youth Mental Health First Aid program was delivered to more than 450 school staff to assist adolescents developing mental health problems or in mental health crisis. The Teen Mental Health First Aid program was delivered to almost 3000 secondary students to provide mental health first aid to their friends.

About 2000 school staff completed training in violence de-escalation and restraint.

In 2017, we implemented Building Resilience and Preventing Radicalisation to Violent Extremism training for staff in senior leadership positions, to address concerns of violent extremism and its effects on young people. Three hundred and fifty-four (354) staff completed the training in Semester 1.

Priority 3: Effective leadership

Strong and empowering leadership in every school and across the whole system.

High quality teaching and performance management

School leaders took part in professional learning about the requirements of our Employee Performance policy. See also [Teacher performance and support](#).

Two hundred and eighty-nine (289) school leaders participated in Leading School Improvement in 2016–17 which linked school planning and direct classroom practice to ensure classroom practice met required standards.

Newly appointed principals in country schools were supported to lead whole-school approaches to improve literacy and numeracy, with an emphasis on case management, data analysis and target setting.

We also provided school leaders with professional learning to drive improved teaching of writing in schools.

Following school performance reviews by our Expert Review Group, system support was provided to ensure improvement measures were undertaken. The review and subsequent case management enabled principals to communicate clear, definitive directions to engage school staff and commit to unified school visions. See also [Teaching quality and practice](#).

One hundred and fifty-nine (159) leaders and school coordinators took part in professional learning to support collaboration through classroom observation.

The National Quality Standard for Kindergarten to Year 2 was incorporated into school improvement plans and required schools to maintain an ongoing cycle of review and planning. See also [Teaching quality and practice](#).

Our Quality Teaching Support Team, formed in 2016, continued to work in partnership with schools to assist school leaders to manage processes related to the unsatisfactory performance of teachers. During 2016–17, the team worked with 51 schools, supporting 114 school leaders.

Five workshops were held to help school leaders lead effective performance management processes aimed at supporting underperforming teachers' improvement. A further six workshops were held about managing substandard performance for all staff. In total, 171 school leaders participated in these workshops.

Leadership programs

High performing school leaders assisted our Expert Review Group to conduct performance reviews of schools, using their expertise to contribute to the improvement of those schools.

In 2016, as part of an agreement with the Australian Government, we introduced

three programs for Independent Public School principals to enhance connections between greater autonomy and effective leadership.

In the first, the Leading for Impact advanced leadership program, more than 300 principals were supported to reflect on and improve their leadership skills, develop their ability to implement effective change, and explore strategies to empower staff.

The second, the Principals' Fellowship Program, saw a new group of 20 principals start the program in 2016–17. The first group of principals completed courses provided by Harvard University's Graduate School of Education and undertook a program of work with executive directors to develop, lead and implement areas of system reform. This group will complete the program in August 2017.

For details of the third program, On Board for Education, see [Capacity of school boards](#).

The Australian Professional Standard for Principals was the framework for our Leading School Improvement program. See also [High quality teaching and performance management](#).

Available to school principals – particularly for those newly appointed – our Principal Professional Support team coached and mentored 143 principals to build their capacity to lead.

Staff and student wellbeing

During 2016–17, 141 school leaders completed the Building Optimal Wellbeing in Leadership and Schools Program, and 701 attended other health and wellbeing professional learning.

We trained 88 school health and wellbeing coordinators to develop and implement programs in their schools.

Online information and resources supported staff health and wellbeing. From May 2016 to May 2017, 13 202 staff participated in a team-based health and wellbeing initiative.

In response to recommendations from a parliamentary inquiry into the functions of the Commissioner for Children and Young People, we began surveying schools on the delivery of protective behaviours education for students. At December 2016, 90% of the 657 schools that completed the survey indicated they were implementing protective behaviours education for students.

To support schools to implement protective behaviours education, we provided online professional learning in child protection and abuse prevention, teaching and learning resources aligned to the WA Curriculum, and professional learning for staff and parents.

With the *Children and Community Services Act 2004* amended on 1 January 2016 to include boarding supervisors as mandatory reporters of child sexual abuse, we

provided professional learning for staff in eight residential colleges, with the final college to receive training later in 2017.

At June 2017, 2502 (94%) of the 2653 children in the care of the Chief Executive Officer of the Department for Child Protection and Family Support and enrolled in our schools had documented plans. A 2007 review of this area recommended we report education outcomes of children in care. Our data system showed, in a comparison of 2014 and 2016 National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading for the cohort of children in care, there was a moderate decline in Year 5 and moderate improvements in Years 7 and 9.

Improving education outcomes of children in care continued to be complex and was usually affected by external factors and circumstances beyond the influence of schools.

Aboriginal Cultural Standards Framework

In 2016, school staff familiarised themselves with the Aboriginal Cultural Standards Framework. They participated in workshops and forums to support individual and whole-school self-reflection against the framework, and to incorporate strategies for improvement based on the framework into their school planning from 2017. An online Aboriginal cultural appreciation course supporting familiarisation was completed by 9268 staff and commenced by a further 4659 staff by the end of 2016.

In 2017 a new Aboriginal Education Teaching and Learning Directorate was set up, focused on delivering coordinated and targeted support for school leaders and staff to strengthen Aboriginal student achievement. This included advice and guidance on leading implementation of the Aboriginal Cultural Standards Framework.

Professor Colleen Hayward AM and Mr Ian Trust were engaged as Elders in Residence to help build stronger relationships between schools and Aboriginal children, their parents, families and communities.

Priority 4: Strong governance and support

A capable and responsive organisation for now and into the future.

Expectations of principals

A new Delivery and Performance Agreement was developed in 2017 for new Independent Public Schools and schools which had completed their previous agreements. The triennial agreement outlined specific requirements above those specified in policy and legislation. Compliance was monitored internally as well as through an independent review by the Department of Education Services. In 2016–17, 103 independent reviews were completed by the Department of Education Services.

In 2016, we introduced the Funding Agreement for Schools that articulated accountability mechanisms for each school in managing its budget to meet the learning and wellbeing needs of all its students. Schools reported their activities in their annual reports published on [Schools Online](#).

To ensure the majority of funding was used for students in the year it was provided, schools were required to meet minimum expenditure requirements. At an aggregate level for 2016, schools spent their total 2016 funding allocations.

We also developed an online School Assessment Application prototype to support the future introduction of a cyclic review for those schools not subject to independent reviews by the Department of Education Services. The application was piloted in eight schools and supported principals to review the performance of their schools to inform future directions and teaching areas of focus.

Independent Public Schools

Distinctive schools

In 2016, of the 124 schools – in partnership with their communities – that registered for the development program to become Independent Public Schools, 104 went on to participate in the selection process. Of these, 73 were selected to start in 2017 as Independent Public Schools along with six new schools opening for the first time in 2017.

The 524 public schools operating as Independent Public Schools in 2017 represented 67% of schools, 81% of teaching staff and 84% of students.

Capacity of school boards

A new information and learning program was developed during the year to provide Independent Public School board members with the necessary skills and knowledge to fulfil their roles effectively.

On Board for Education consisted of online resources and face-to-face workshops. Funded by the Australian Government as part of its Independent Public Schools

initiative, the program was trialled and updated during 2016 with 20 principals trained to deliver workshops. In 2016–17, more than 550 board members from more than 200 schools attended workshops.

Regional secondary schooling and residential colleges

The *School Boarding Facilities Legislation Amendment and Repeal Bill 2016* was passed in both Houses of Parliament on 16 November 2016 and was proclaimed on 1 July 2017, placing residential colleges under the responsibility of the Department.

The change was as a result of the Blaxell Inquiry with the aim of providing college managers and staff with access to additional resources and expertise focused on the needs of students and schooling; establishing systems for dealing with child protection; complaints management and staff oversight; and clear accountability and reporting lines.

In 2016–17, a new contract with Telstra enabled 113 schools in remote and regional areas to receive fibre optic bandwidth services, increasing their access to corporate, online learning and internet services up to 10 times the previous capacity.

The Training Schools project provided significantly extended practicum experiences for final year pre-service secondary teachers in subject areas of need. In 2016, 21 pre-service teachers participated across nine secondary schools and 37 pre-service teachers are participating across 15 secondary schools in 2017.

Through the Rural and Remote Training Schools project, 84 pre-service teachers undertook their final long-term practicums in rural and remote schools in 2016–17. Thirty six were placed in the Pilbara and co-funded through Royalties for Regions.

During 2016–17, four principals received attraction and retention incentive payments on top of their usual salaries through the Attraction and Retention Incentives for Principals project (formerly the Attracting Outstanding Principals initiative) to lead reform aimed at improving student outcomes in some of our most challenging schools.

Every rural and remote school with secondary students was allocated a consultant to support school leaders to improve the secondary schooling component. Previously this support was only provided for schools in the metropolitan area and large regional centres.

We funded regional and remote school leaders to attend a workshop which supported them to lead the improvement of teaching and learning practices in their schools. Workshops focused on personalising learning, supporting students to plan for future participation in the workforce, developing student skills for emerging technologies and industries, and supporting staff to access available resources.

We received \$18.8 million funding in 2016–17 through Royalties for Regions for recurrent expenditure and capital works projects to strengthen education in regional schools. In addition to the staff attraction and retention projects above, this funding also assisted with the Regional Workers' Incentives Allowance Payments with

\$3.2 million allocated to help regional schools attract and retain high quality support staff.

Together with Royalties for Regions and the Department of Health, we funded Foodbank WA to deliver the School Breakfast and Nutrition Education Program in 2016. Breakfast was provided for students in 245 regional and remote schools and 1200 children took part in the Food Sensations nutrition education program.

Royalties for Regions also helped fund Clontarf Foundation Academies in seven regional schools.

See also [School infrastructure](#) for information on the Royalties for Regions' Regional Infrastructure and Headworks fund.

Services for students with disability

At the end of 2016, we were supporting 9853 students through the student-centred funding model's individual disability allocation to schools.

From July 2016, an additional \$5 million was applied to the annual educational adjustment allocation in the funding model for mainstream schools to support students with additional learning needs.

We continued to support implementation of the National Disability Insurance Scheme, due to be rolled out in WA from July 2017. Support included professional learning for staff, and selected schools trialling aspects of the scheme to improve education planning for students with disability and support their transition to the workforce.

In 2016, the Accelerated Learning Centre for Autism on the Heathridge Primary School site provided specialist programs for 19 students in Kindergarten and Pre-primary diagnosed with Autism Spectrum Disorder.

The Autism Early Intensive Intervention Program was delivered to 10 education support centres for a further 89 students with autism in Kindergarten and Pre-primary to equip them to successfully transition to Year 1 at their local schools. Thirty-nine (39) students with autism in four secondary schools received education programs through the Secondary Autism Extension Program to support their social/emotional development and self-regulation.

Under a plan to open specialist learning programs for students with autism in 16 mainstream schools by 2020, the first program opened at Gosnells Primary School in 2017. Planning commenced for the next four primary autism programs to open in 2018.

Information and communication technologies (ICT)

During the year, we completed the rollout of our Standard Operating Environment (SOE) with all but seven schools operating on a common yet flexible network environment to be innovative and creative in delivering online learning and content

for students. We also began developing a plan to address the seven schools not yet on SOE.

By the end of 2016–17, every school had a minimum ratio of one wireless access point for every 20 students following the installation of the additional wireless access points purchased in 2015–16.

In 2016–17, the Schools Internet Gateway (SIG) project provided SOE schools with greater visibility and control of local internet traffic, allowing them to supplement existing centrally supplied bandwidth with additional bandwidth services at their own cost.

We improved the ICT Dashboard for SOE schools which gave them live information on network, wireless and managed infrastructure use. Improvements included reporting more information such as data gathered through SIG, and enabling schools with multiple campuses and annexes to use the system.

In 2016–17, all schools except community kindergartens had engaged in various aspects of our integrated online environment, Connect. More than 101 000 users (teachers, students and parents) logged into Connect during June 2017 compared with 59 000 users in June 2016 – a 71% increase.

Availability of Connect for parents more than doubled in the year with almost 86 000 parents having secure Connect logins to school and classroom information relating to their children. We further integrated Connect with other systems, including Reporting to Parents, so parents had access to electronic versions of their children's school reports.

SMS software to facilitate communication with school communities was used by 447 schools, up from 415 schools in 2015–16. More than 5.5 million messages were sent by schools and more than 834 000 messages were received from parents.

School infrastructure

To ease enrolment pressures on secondary schools in the western suburbs, a new secondary school was announced to be built on Kitchener Park in Subiaco. The plan of the previous Government to use the site of the former City Beach High School was not progressed by the new Government.

The new school – with the planning name Inner City College – will open in 2020 and ultimately accommodate 2000 students. Building programs continued at Churchlands Senior High School and Shenton College to expand their student capacity, with work expected to be completed by the end of 2018.

Ballidu Primary School closed at the end of 2016 as no students were enrolled for 2017.

Expenditure in our asset investment program for 2016–17 was \$339.9 million compared with \$308.9 million last year.

This included construction of stage one of Harrisdale Senior High School, and Kindergarten and Pre-primary facilities of Honeywood Primary School (Wandi). Both schools opened for the 2017 school year.

Alkimos Beach Primary School, Baldivis Gardens Primary School, Carnaby Rise Primary School (Landsdale) and Woodland Grove Primary School (Byford), all procured through a Public Private Partnership arrangement, also opened for the 2017 school year.

Stage two of Wandina Primary School and Spring Hill Primary School were completed.

Construction commenced for two new primary schools in Wellard and Margaret River (Rapids Landing) as well as stage two of Honeywood Primary School.

Construction continued on the new secondary school in Ellenbrook north to open in 2018, as well as planning for secondary schools in Lakelands (2019) and Hammond Park (2020), all delivered through the Public Private Partnership arrangement.

Planning commenced for four new primary schools in Aveley north, Forrestdale southwest, Meadow Springs north and Southern River to open in 2019. Facilities for Kindergarten and Pre-primary at each of these schools will be completed for the 2018 school year.

Planning commenced for stage two projects at Cape Naturaliste College and Margaret River Senior High School, both scheduled for completion in 2020.

Construction commenced for the new secondary school in Yanchep (2018) as well as planning for secondary schools in Baldivis south (2019) and Butler north (2020).

Construction commenced for the second stage of Joseph Banks Secondary College and the third stage of Byford Secondary College.

The second stage of Willetton Senior High School's redevelopment was completed. Works progressed for Fremantle College for the amalgamation of Hamilton Senior High School and South Fremantle Senior High School.

Revitalisation projects in Geraldton continued, with planning for the John Willcock College project completed and construction commenced at Geraldton Senior College.

Construction commenced on the replacement Doubleview Primary School. Planning proceeded for the relocation of the Japanese School in Perth to the City Beach Primary School site, relocation of the International School of WA to the old Doubleview Primary School site, and improvements to City Beach Residential College. Planning commenced for refurbishments and additions at Carine Senior High School.

Construction was completed for new specialist facilities at Armadale Senior High School and Cecil Andrews College. Additions and improvements at Kinross College were also completed.

A new hydrotherapy pool was completed at Holland Street School in Geraldton. Planning commenced for additions and refurbishments to accommodate the relocation of Duncraig Secondary Education Support Centre to the Warwick Senior High School site; and for refurbishments at Swan View Senior High School for a new education support program.

Construction commenced on additional accommodation at Highgate Primary School, Inglewood Primary School, Wembley Primary School and West Leederville Primary School to cater for increased student enrolments.

Replacement of facilities destroyed by fire was completed at Newman Senior High School and continued at Djidi Djidi Aboriginal School.

A significant capital works program to improve local access opportunities for Kindergarten students as part of the National Partnership Agreement on Universal Access to Early Childhood Education continued. Early childhood facilities at Millen Primary School and Dianella Heights Primary School were completed, with construction commencing at Floreat Park Primary School, Palmyra Primary School and Subiaco Primary School.

In 2016–17, 60 schools received funding from the \$1 million allocation for new playgrounds and shade sails as part of a \$5 million program that began in 2012–13.

Funding was provided for administration and toilet upgrades and replacements at nine schools.

Construction of the Kullarri Trades Skills Centre, Mandurah Regional Trades Skills Centre and Peron Trades Skills Centre was completed in 2016. This marked the completion of the national 10 year program for 40 trade training/trade skills centres across the State.

Under the Royalties for Regions' Regional Infrastructure and Headworks fund, construction of the \$45 million redevelopment of Kalgoorlie-Boulder Community High School continued. Construction commenced for stage two redevelopment of Carnarvon Community College, and planning for stage three commenced.

Detailed information about major capital works is in [Table 17](#) and [Table 18](#).

At June 2017, 675 sites were protected by electronic security systems. The number of incidents reported is detailed in [Table 2](#).

Table 2: Security incidents reported 2015–16 and 2016–17

| | 2015–16 | | 2016–17 |
|----------------------|-----------------|---------------------------------------|-------------------------------|
| | At 30 June 2016 | Revised at 3 July 2017 ^(a) | At 3 July 2017 ^(a) |
| Break-ins | 1 381 | 1 455 | 1 393 |
| Wilful damage | 4 512 | 5 209 | 4 496 |
| Arson | 4 | 4 | 5 |
| Other ^(b) | 112 | 108 ^(c) | 101 |
| Totals | 6 009 | 6 776 | 5 995 |

Source: RiskCover and Department of Education's Strategic Asset Planning

(a) Incidents may be reported or processed through to Department after end of relevant financial year.

(b) Covers range of security incidents ranging from small fires and theft from perimeters of schools to bomb threats.

(c) Reduction from what was reported at 30 June 2016 due to four incidents being registered twice.

Collaboration to support school staff

Education and Care Networks, a new initiative funded through the National Partnership on Universal Access to Early Childhood Education 2016–2017, supported the provision of Kindergarten for children in all service types. Through this initiative, four networks were established in 2016 with an additional four in 2017. Each network, made up of a minimum of one school and one local long day care centre, received two years of funding to support developing professional relationships, shared professional learning and reciprocal site visits.

Child and Parent Centres, the KindiLink pilot and Positive Parenting Program brought together agencies and communities to support parents and enhance their capability as their children's first teachers. See also [Best start to learning for young children](#).

School staff continued to benefit from Sustainable Schools WA, receiving resources and program support in the area of education for sustainability from 40 partner organisations.

A memorandum of understanding with the Department of Corrective Services was reviewed to improve education outcomes of students transitioning between school and Youth Justice Services. The updated agreement included a guarantee of service for students in Banksia Hill Detention Centre to ensure appropriate education placements were secured before they were released.

Swan Child and Adolescent Mental Health Services was co-located at the Midland Learning Academy to improve access to mental health services and expertise for students at the academy and surrounding schools.

Supportive and transparent governance

We supported school staff to maintain accountability and good governance through online services and applications including Reporting Requirements of Schools, Online Incident Notification System, and School Survey that schools can use to develop and deliver their own surveys. The student intentions and satisfaction survey continued to provide schools with valuable planning and evaluation information (see [Table A24](#)).

In 2016–17, we continued to manage policy developments in a range of national forums, including the Council of Australian Governments (COAG) and Ministerial Councils.

During the year, 20 COAG-related national education agreements and initiatives were negotiated and coordinated with the Australian Government. We also achieved the relevant milestones and associated payments for all Australian Government agreements.

We considered the findings of a commissioned external review into vocational education and training (VET) in our schools that was completed in the first half of 2016, and a subsequent review by the Office of the Auditor General that was tabled in Parliament in December 2016.

Recommendations from both reports highlighted how we could more efficiently and effectively provide VET to meet the needs of students. A work plan to progress the recommendations began to be implemented during the year.

To build the supply of high quality staff, we continued to promote careers in public education. In 2016–17, 83 student teachers were approved to receive financial support under our Rural Teaching Practicum Program to undertake their final practicums in schools in the Goldfields, Midwest, Kimberley, Pilbara and Wheatbelt. During the past five years, 63% of participants have been appointed to teaching positions in rural and remote schools.

To attract staff, particularly to rural and remote schools, we continued to arrange and subsidise housing. In 2016–17, more than \$64 million was paid in rent for 2041 properties occupied by our staff and owned or leased by Government Regional Officers' Housing. Of this, we subsidised 64%.

In 2017, 31 Teach for Australia associates started teaching in one country and 14 metropolitan secondary schools. This complemented the 30 associates we placed in 2016. Associates were highly skilled graduates willing to work in relatively disadvantaged schools for two years while also completing a Master of Teaching. Ten (10) of the 11 associates who completed the program in 2016 were employed by the Department in 2017.

The Switch program continued to offer training in identified areas of need and was expanded to include teachers of students with Autism Spectrum Disorder and to build the supply of primary school languages teachers. Since the start of the program, 912 teachers have participated in Switch training, including 661 science, technology, engineering and mathematics (STEM) courses.

We provided professional learning programs to develop the capability of managers corporate services. In 2016–17, 105 staff attended our program for aspiring managers corporate services, a further 75 newly appointed managers participated in professional learning to support those new to the role, and various programs were available for more experienced managers to further enhance their practice. We funded 60 managers corporate services to complete the Graduate Certificate in

Educational Business Leadership, offered in partnership with Deakin University. These participants are due to complete the qualification by November 2017.

In 2016–17, a comprehensive program of professional learning opportunities continued to be available to school leadership teams responsible for managing and monitoring school budgets. The programs included an introduction to student-centred funding, targeted support for individual schools, and forward planning to lead and maximise budgets. Ninety-five (95) training sessions were conducted, with a total of 1479 attendees.

In addition, advice, support and training were provided in the areas of financial governance accountability, financial and asset management, tax administration, accounting operations and compliance requirements, with 143 sessions across the State.

As the shift for all our schools to have greater autonomy continues, we committed to a reform to align our finance and administration services over the next four years to better support schools. In December 2016, we initiated a suite of projects to put schools at the centre of our processes including a customer-focused intranet for business services; systems to reduce manual transactions and optimise automation; systems for managing customer interactions, contracts and assets; a framework for schools to manage minor works and building improvements; and processes for better managing transportable/modular buildings.

During 2015–16, we maintained transparent accountability by ensuring responses to Ministerial correspondence, briefing requests, Parliamentary questions and Cabinet requests were accurate and provided in a timely manner (see [Table 3](#)). We identified issues and trends from correspondence and regularly updated contentious issues.

Table 3: Ministerial requests processed 2014–15 to 2016–17

| Type | 2014–15 | 2015–16 | 2016–17 ^(a) |
|------------------------------------|--------------|--------------|------------------------|
| Letters | 1 257 | 979 | 1 094 |
| Briefing notes/advice | 1 264 | 1 332 | 1 220 ^(b) |
| Answers to Parliamentary questions | 532 | 415 | 186 |
| Cabinet comments | 35 | 39 | 23 |
| Contentious issues reports | 7 | 10 | 12 ^(c) |
| Totals | 3 095 | 2 775 | 2 535 |
| Percentages processed on time | 94 | 94 | 95 |

Source: Ministerial Services

(a) Caretaker period and subsequent time for new Cabinet to be sworn in affected number of requests.

(b) As budget is not due to be handed down until 7 September 2017, briefings relating to Parliamentary Estimates Hearings were not drafted in 2016–17. As a result of 2017 State Election, briefings for incoming Government are included.

(c) On average, each report contained 30 briefings.

SECTION 4: DISCLOSURES AND LEGAL COMPLIANCE

General disclosures

Compliance with public sector standards and ethical codes

Occupational safety, health and injury management

Staff

Major capital works



Frank Pansini

2016 WA Primary Principal of the Year

Frank Pansini has poured his heart and soul into creating the award winning Aubin Grove Primary School and has a strong vision to inspire students.

“When I opened the school, it needed to have some sort of social glue that was simple but powerful,” he says.

“We have four simple principles that guide the way we all act towards each other: to be there for each other; to make each other’s day; to choose your attitude; and to play.

“We’ve been able to create a standard that people want to be a part of.”

Read more about Frank in [Inspire](#).

Alan Genoni

2016 WA Secondary Principal of the Year

Alan Genoni is inspired by his colleagues – both past and present – and says they are the reason he has enjoyed such a significant and fulfilling career.

“Coming up through the ranks as a younger teacher, I’ve seen great leaders go about their jobs and I’ve learnt from them,” he says.

“The people I work with at Canning College are outstanding educators and it’s inspirational to be at a school where you have so many dedicated and competent staff.”

Staff are just as impressed with Alan, praising him for the personal interest he takes in the welfare and development of students.

Read more about Alan in [Inspire](#).



General disclosures

Ministerial directives

No directives were issued by the Minister in 2016–17 relevant to the setting of desired outcomes or operational objectives, achievement of desired outcomes or operational objectives, investment activities and financing activities.

Conflicts of interest

During the year no staff member at Level 9 or above declared interests in contracts, existing or proposed to exist, between the Department and companies in which they had an interest.

Unauthorised use of credit cards

During 2016–17, 368 unauthorised uses of corporate credit cards were reported with one referral for investigation. Generally, unauthorised transactions were as a result of cards being used in error or cards being used to pay for supplies that also had personal use components. If re-payment was not received within two working days, strategies were employed to recover the amount owing including reminder notices and cancellation of cards.

There was a reduction of 22% in instances reported in comparison to the 2015–16 extrapolated results (274 instances between 24 November 2015, when the reporting requirement came into effect, and 30 June 2016). This reduction reflected the positive impact of increased reporting and accountability in this area. Further information is in [Table 4](#).

Table 4: Unauthorised use of credit cards 2016–17

| Category | \$ |
|--|-----------|
| Aggregate amount of personal use expenditure for the reporting period | 24 909.52 |
| Aggregate amount of personal use expenditure settled by the due date (within five working days) ^(a) | 19 824.32 |
| Aggregate amount of personal use expenditure settled after the period (after five working days) ^(b) | 4 954.63 |
| Aggregate amount of personal use expenditure outstanding at balance date | 130.57 |

Source: *Financial management and resourcing*

(a) Outstanding amount for 2016–17 raised debtor invoices was \$131.00 (still outstanding). This was aggregate amount of \$130.57 plus rounding \$0.43.

(b) Of the 368 instances, 52 were from central or regional offices and 316 were from schools.

Expenditure on advertising and market research

In 2016–17, we incurred expenditure centrally of \$0.83 million with media advertising organisations, advertising agencies and market research organisations (see [Table 5](#)). There was no expenditure with polling and direct mail organisations.

Table 5: Central expenditure on advertising and market research 2016–17

| Category | Provider | \$ |
|-------------------------------------|---|---------|
| Media advertising organisations | AdCorp Australia Carat Australia Media Southern Cross Austrereo | 313 697 |
| Advertising agencies ^(a) | Ad Capital Rare creativethinking | 456 104 |
| Market research organisations | Taylor Nelson Sofres Australia | 56 500 |

Source: *Corporate Communications and Marketing, Corporate Business Services*

(a) Provided full range of creative services.

Disability access and inclusion plan outcomes

Our [disability access and inclusion plan](#) included strategies to ensure services, facilities and information were accessible and inclusive. It covered outcomes required under the *Disability Services Regulations 2004* and an additional outcome related to improving teaching and learning for students with disability. The final annual report for the current plan was submitted to the Disability Services Commission in June 2017.

We continued to provide support and advice to build the capacity of school staff to facilitate improved learning outcomes for students with disability.

We delivered resources and support for principals and line managers to recruit and employ people with disability, including case studies of staff with disability. We also held an information session for disability employment service providers to increase their understanding of public sector recruitment and opportunities for their clients.

Our capital and minor works programs continued to provide buildings that met the needs of people with disability and responded to emerging needs of school communities.

Recordkeeping plans

We continued to progress compliance with the *State Records Act 2000* through our recordkeeping plan, with a major review concluded in March 2017. The review report was submitted to the State Records Commission and tabled at its March 2017 meeting. The Commission will advise us of the outcome of its evaluation of the report in August 2017.

During the year we upgraded our recordkeeping system from HP Records Manager v8.1 to HPE Records Manager v8.3 and continued to assist business units and regional offices to comply with the plan. We assisted business units with the risk assessment checklist for cloud computing to ensure recordkeeping matters and risks associated with cloud computing were identified, assessed and managed.

In 2016–17, 2780 staff completed recordkeeping awareness training (including 2539 school staff); 209 new Records Manager users were trained; 57 staff participated in advanced Records Manager training; and six staff participated in

Records Manager workflow training. Training on recordkeeping awareness and using our recordkeeping system continued to be mandatory.

We held 57 records management workshops involving 1469 school administrators and teachers, and received and resolved 4143 requests for assistance. We made 192 visits (including follow-up visits) to schools to advise and support staff on information management including how to improve recordkeeping practices to ensure legislative compliance.

Training and support programs continued to be reviewed to ensure both ongoing compliance with the *State Records Act 2000* and that programs catered for different learner groups. We also supported staff to use best practice recordkeeping. Feedback from staff following training showed these were well received.

Since the introduction of the school archives collection program in 2011, 408 schools have been invited to take part with 324 schools completing the transfer of their archival records to central office.

Substantive equality

New [Substantive Equality guidelines](#) were made available in 2016 and supported principals and line managers to develop and provide equitable policies, programs and services to meet the needs of students and their families. New and revised policies and procedures were reviewed against these guidelines, the [Charter of Equality and Inclusion](#) and its associated [Equality and Inclusion guidelines](#) to ensure policy managers considered the differing needs and values of all people.

Pricing policies

The *School Education Act 1999* and *School Education Regulations 2000* govern the setting of fees, charges and contributions.

Contributions and charges that could be requested of parents were limited to \$60 a year for primary and community kindergarten students and \$235 a year for secondary students up to and including Year 10 for non-optional components of education programs. The amount of contributions and charges was determined by principals, approved by school councils/boards and communicated to parents at least two months before the school year began.

The following were compulsory:

- course charges in Years 11 and 12 – the Education Program Allowance through the Secondary Assistance Scheme provided \$235 towards these costs for eligible parents
- extra cost optional components across all learning programs (for example, outdoor education programs, specialised design and technology courses, camps, excursions, visiting performances, graduation dinners and balls)
- fees for overseas students as defined in the Act and Regulations
- fees for adult students over the age of 19 years and six months by 1 January of the year in which they were enrolled
- residential accommodation fees.

For 2016, the average voluntary contribution collection rate for the primary sector was 60% (59% in 2015) and 55% for the secondary sector (52% in 2015). The average collection rate for Year 11 and 12 charges, including extra cost options, was 74% for 2016 (73% in 2015).

Through the Secondary Assistance Scheme, in 2016 we supported 26 483 students from Years 7 to 12 in public and non-government schools (26 295 in 2015) from low-income families to pay contributions and charges, and purchase school uniforms. Payments of more than \$6.1 million (more than \$6.0 million in 2015) were made under the Education Program Allowance and just under \$3.0 million (more than \$2.9 million in 2015) under the Clothing Allowance.

Our review of contributions and charges maximum limits continues.

From 2015, a tuition fee of \$4000 was applied to each family of a 457 Visa holder with children enrolled in public schools. Those experiencing financial hardship (based on family income or exceptional circumstances) could qualify for full or partial fee waivers. At 30 June 2017, \$4.6 million had been received from 2302 families for the 2016 school year, with 1423 families paying all monies owing and 139 paying part of monies owing. For the 2016 school year, \$0.94 million was outstanding. Strategies, including reminder notices and payment plans, were employed to collect debts. For the 2016 school year, 246 families received full hardship waivers and 121 families partial waivers.

Compliance with public sector standards and ethical codes

Our commitment to uphold expected standards of professional conduct, ethical behaviour and integrity continued through ensuring policies and procedures complied with the [Public Sector Standards and Code of Ethics](#).

We reviewed the Managing Breach of Public Sector Standard Claims Policy, Recruitment, Selection and Appointment Policy and Procedures, and Grievance Framework – resulting in the development of additional resources to support line managers.

We continued to provide selection panel training to ensure compliance with the Employment Standard and resources outlining best practice in selection. Job applicants were notified of their rights and obligations under the Public Sector Standards.

We managed Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (see [Table 6](#)). No breaches were found against us.

We maintained and monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004*. We also provided advice and support in relation to the legislation and continued to enhance automated alerts and reporting functions of our Working with Children recording system. We issued \$573 278 in reimbursements (\$1.16 million the previous year) to staff and volunteers required to renew Working with Children cards as part of their employment.

We managed misconduct matters relating to discipline provisions of the *Public Sector Management Act 1994* and principles of Common Law (see [Table 7](#)). Matters were either managed centrally, or referred for local management with central oversight if assessed as relatively minor in nature and suitable for local resolution and/or performance management. Serious misconduct matters were referred to the Corruption and Crime Commission; minor misconduct issues that met certain criteria were referred to the Public Sector Commission; and matters which involved alleged criminal conduct were referred to the Western Australia Police.

Several allegations may arise from one misconduct matter. Allegation figures are detailed in [Table 8](#), and [Table 9](#) shows the most common types of allegations. Matters reported but assessed as not involving misconduct are in [Table 10](#).

Twenty (20) Public Interest Disclosure officers were available to receive disclosures under the *Public Interest Disclosure Act 2003* (19 in 2015–16). Induction programs, and prevention and education training included information about the legislation. One (1) disclosure was received during the financial year.

[Table 11](#) shows the number of suspensions and redirection orders issued against staff. The Director General directed staff away from school premises where it was suspected their continued presence constituted a risk to the safety or welfare of students (section 240 of the *School Education Act 1999*). Where applicable, the Director General suspended staff suspected of misconduct and initiated disciplinary proceedings (section 82 of the *Public Sector Management Act 1994*).

In 2016–17, 3110 staff completed the Accountable and Ethical Decision Making professional learning online and 2413 staff completed it through face-to-face presentations (total of 4198 staff in 2015–16). In addition, 288 current student and graduate teachers completed face-to-face professional learning in complaints management, use of social media and pre-service knowledge of expected standards of conduct.

In 2016–17 our screening unit processed 18 164 criminal history record checks (15 215 in 2015–16) of prospective staff, volunteers, contractors and students undertaking practicums in the education and training sectors. Twenty-four (24) were refused clearance due to their criminal history being in breach of our Criminal Convictions Suitability Criteria (31 in 2015–16). Following a major review of our Criminal History Screening policy, it became mandatory for all new school board/council members and existing members whose tenure was renewed to undergo criminal history record checks.

Table 6: Public Sector Standards claims by status of claim 2016–17

| Standard | Employment | Grievance resolution | Performance management | Redeployment, termination and discipline | Totals |
|---|------------|----------------------|------------------------|--|-----------|
| Resolved internally, relief provided | 10 | 4 | – | – | 14 |
| Claim withdrawn, no relief provided | 8 | – | – | – | 8 |
| Breach of Standard upheld | – | – | – | – | – |
| Claim received after expiry of prescribed timeframe | – | – | – | – | – |
| Dismissed following formal review | 2 | – | – | – | 2 |
| Ineligible breach claim | – | – | – | – | – |
| Claim lapsed by the Public Sector Commissioner | – | – | – | – | – |
| Under investigation | 5 | 1 | – | – | 6 |
| Totals | 25 | 5 | – | – | 30 |

Source: Workforce Policy and Coordination

Table 7: Management of matters assessed as involving misconduct 2014–15 to 2016–17^(a)

| | Received | | | Resolved | | |
|---|------------|------------|------------|------------|------------|------------|
| | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 |
| Central management | 265 | 228 | 249 | 261 | 247 | 288 |
| Local management with central oversight | 354 | 378 | 382 | 364 | 357 | 356 |
| Totals | 619 | 606 | 631 | 625 | 604 | 644 |

Source: Standards and Integrity

(a) Number of matters received in one year may not be the same as number resolved that same year as resolution may occur in subsequent years.

Table 8: Misconduct allegations 2014–15 to 2016–17^{(a) (b)}

| | Received | | | Resolved | | |
|--|------------|------------|------------|------------|------------|------------|
| | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 |
| Central management | 385 | 356 | 339 | 395 | 458 | 553 |
| Child protection | 265 | 236 | 259 | 273 | 293 | 402 |
| Non-child protection | 120 | 120 | 80 | 122 | 165 | 151 |
| Local management with central oversight | 369 | 402 | 393 | 380 | 382 | 372 |
| Child protection ^(c) | 269 | 280 | 300 | 280 | 272 | 287 |
| Non-child protection | 100 | 122 | 93 | 100 | 110 | 85 |
| Totals | 754 | 758 | 732 | 775 | 840 | 925 |

Source: Standards and Integrity

(a) Number of allegations received may be greater than number of matters received in any year as there can be more than one allegation per matter received.

(b) Number of allegations received in one year may not be the same as number resolved that same year as resolution may occur in subsequent years.

(c) Category may include behaviours such as tap on hand or tug on ponytail; manoeuvre into line by shirt/cardigan; showing non age-appropriate video; inappropriate Facebook comment or interaction; and low level inappropriate comments with potential racist, bullying or humiliation overtones.

Table 9: Misconduct allegations ^{(a) (b) (c)} 2014–15 to 2016–17

| Category | Received | | |
|--|------------|------------|------------|
| | 2014–15 | 2015–16 | 2016–17 |
| Central management | 385 | 356 | 339 |
| Physical assault | 106 | 72 | 103 |
| Inappropriate behaviour | 146 | 150 | 151 |
| Fraud/theft | 32 | 32 | 28 |
| Other categories | 101 | 102 | 57 |
| Local management with central oversight | 369 | 402 | 393 |
| Physical assault | 117 | 160 | 136 |
| Inappropriate behaviour | 147 | 120 | 163 |
| Verbal abuse | 0 | 1 | 1 |
| Other categories | 105 | 121 | 93 |
| Totals | 754 | 758 | 732 |

Source: *Standards and Integrity*

(a) Categories are same as those presented since table was introduced in 2009–10 to enable analysis of trends over time.

(b) 'Physical assault' covers a range of misconduct allegations involving physical contact from unlawful and/or excessive physical contact to minor level touch with minimal contact.

(c) 'Inappropriate behaviour' covers a range of misconduct from allegations of inappropriate contact via social network sites to allegations of sexualised contact with students.

Table 10: Management of matters assessed as not involving misconduct 2014–15 to 2016–17 ^(a)

| | Received | | | Resolved | | |
|--|----------|---------|---------|----------|---------|---------|
| | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 |
| Matters assessed as not involving misconduct | 423 | 522 | 487 | 423 | 522 | 487 |

Source: *Standards and Integrity*

(a) Includes matters involving Parent Advocacy and Liaison Officer, service delivery concerns and other matters reported but assessed as not involving misconduct which are more appropriately resolved through other processes such as grievance resolution.

Table 11: Suspension or redirection orders issued against staff 2014–15 to 2016–17 ^(a)

| | Redirected | | | Suspended without pay | | | Suspended with pay ^(b) | | |
|--------------------|------------|-----------|-----------|-----------------------|----------|----------|-----------------------------------|----------|----------|
| | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 |
| Teaching staff | 8 | 12 | 13 | 0 | 0 | 0 | 1 | 0 | 0 |
| Non-teaching staff | 2 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals | 10 | 17 | 22 | 0 | 0 | 0 | 1 | 0 | 0 |

Source: *Standards and Integrity*

(a) Suspension options consistent with amendments to *Public Sector Management Act 1994* as of 28 March 2011.

(b) Includes suspended with partial pay.

Occupational safety, health and injury management

We continued our commitment to provide safe and healthy workplaces for all staff and others involved in the delivery of our services at all our workplaces. We strove to achieve safety excellence and enlisted the support and cooperation of staff to minimise and control hazards as far as practicable.

Our occupational safety and health, and workers' compensation and injury management policies outlined roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in workplaces. Our documented Statement of Intent and Commitment to Occupational Safety and Health was required to be displayed in all our workplaces.

To ensure there were opportunities for formal consultation on occupational safety and health matters between management and staff, we encouraged worksites to elect safety and health representatives, and establish safety and health committees.

Occupational safety and health initiatives and programs were developed and implemented based on analysis of claims data and trends, and continuous improvement of operations; consultation with key stakeholders including RiskCover, WorkSafe and the State School Teachers' Union of WA; and internal consultation and feedback from principals and line managers.

Occupational safety and health

At 30 June 2017, more than 90% of principals had completed occupational safety and health training, which is mandatory for all newly appointed principals.

To promote awareness of occupational safety and health, 35 presentations and information sessions were held for principals, design and technology staff, managers corporate services and education assistants. Advice on injury prevention and risk management was provided through visits to 218 schools.

Our hazardous substance management system was used by staff in secondary science areas, design and technology, cleaning, gardening and agricultural colleges to register hazardous substances, provide risk assessments and create safety data sheets. There were 980 licences issued throughout schools to access the system during 2016–17.

Training in four-wheel driving and recovery was provided for 113 staff required to drive vehicles in remote locations.

During the year, 112 newly elected safety and health representatives undertook WorkSafe accredited training, and 55 safety and health representatives attended refresher courses. At 30 June 2017, 164 safety and health representatives were members of the Occupational Safety and Health Connect Community. We distributed 11 alerts, bulletins and factsheets to schools, and seven newsletters to safety and health representatives providing updates on current safety and health related resources and events.

Our employee assistance program provider, PeopleSense Pty Ltd provided confidential intervention counselling services to staff and immediate family members for work-related and personal matters which may impact work performance. During 2016–17, 2359 staff or members of their families accessed support services (1773 in 2015–16). The program also offered an advisory service for managers dealing with difficult and complex staff matters. In 2016–17, there were 40 contacts to the Manager Assist program.

In 2016–17, 29 schools were provided with mediation facilitation services (15 in 2015–16).

Workers' compensation and injury management

Our Injury Management and Workers' Compensation policy outlined processes developed in accordance with the requirements of the *Workers' Compensation and Injury Management Act 1981*. This included the requirement for written return-to-work programs to be developed when injured staff returned to work with medical restrictions on their hours or duties.

All staff with workers' compensation claims who had at least three days off work were advised of support available to assist recovery and return to work.

Our lost time injury severity rate ([Table 12](#)) increased by 3.72 points from 23.77 in 2015–16 to 27.49 this year, and was higher by 1.75 points in comparison to 2014–15.

In 2016–17, we assisted 320 staff (354 in 2015–16) who experienced difficulties remaining at work or returning to work due to injury, illness and disease unrelated to work.

Occupational physicians from Ability OPN operated in accordance with the contract. Two occupational physicians worked with our injury management consultants to provide line managers with clarification of medical conditions of staff and guidance on managing risks to prevent further exacerbation of injury or illness.

Workers' compensation claims data were used to develop injury prevention packages and risk assessment checklists for a systematic approach to managing occupational safety and health.

The number of workers' compensation claims lodged in 2016–17 was 1798 (1632 in 2015–16). There were 601 claims for being hit by a moving object (476 in 2016–17), 476 claims for slips, trips and falls (447 in 2015–16), 442 claims for body stressing injuries (410 in 2015–16) and 118 claims for mental stress (117 in 2015–16).

In 2016 we entered into a service level agreement with RiskCover to improve the management of workers' compensation claims and generate greater collaboration between the agencies.

Table 12: Occupational safety and health performance indicators 2014–15, 2015–16 and 2016–17

| Indicator | 2014–15 | 2015–16 | 2016–17 | Target ^(a) | 2016–17 status |
|---|---------|---------|---------|---|----------------|
| Number of fatalities | 0 | 0 | 0 | Zero (0) | Achieved |
| Lost time injury/disease incidence rate ^(b) | 2.5 | 2.5 | 2.7 | 10% improvement on 2014–15 | Not achieved |
| Lost time injury/disease severity rate ^(c) | 25.74 | 23.77 | 27.49 | 10% improvement on 2014–15 | Not achieved |
| % of injured workers returned to work: | | | | | |
| (i) within 13 weeks | 79% | 78% | 77% | | |
| % of injured workers returned to work: | | | | | |
| (ii) within 26 weeks | 88% | 85% | 86% | Greater than or equal to 80% return to work within 26 weeks | Achieved |
| % of managers and supervisors trained in occupational safety, health and injury management responsibilities | 90% | 90% | 90% | Greater than or equal to 80% | Achieved |

Source: RiskCover and Department of Education

(a) As defined by Public Sector Commissioner's Circular 2012-05 Code of Practice: Occupational Safety and Health in the Western Australian Public Sector.

(b) Number of incidents resulting in lost time per 100 full-time equivalent staff.

(c) Percentage of incidents resulting in lost time classified as severe.

Staff

During 2016–17, an average of 38 298 full-time equivalent (FTE) staff were employed. Of these 59.8% were teachers, 29.1% were support staff, 6.6% were cleaners and gardeners, and 4.5% were administrative and clerical staff. School-based staff represented 97.2% of total FTE.

Further information is in [Tables 13 to 16](#) and [Figures 3 and 4](#).

The number of teachers retiring remained relatively stable in 2016. The proportion of teachers resigning as a total of the teaching workforce also remained stable (see [Table A26](#)).

We continued to reduce our total leave liability in 2016–17 through robust leave management strategies. Total long service liability reduced from \$514 million (at 30 June 2016) to \$442 million (at 30 June 2017), a reduction of 14%. Annual leave also reduced from \$26.94 million (at 30 June 2016) to \$25.97 million (at 30 June 2017), a reduction of almost 4%.

The two year Australian Government funded Career Pathways in Education for Aboriginal and Torres Strait Islander People project concluded at the end of 2016–17. Funding of \$2.95 million was used to create positions for Aboriginal people

on a fixed-term basis to develop job-related skills and assist them to gain permanent positions with us. The project resulted in 29 participants transferred from Australian Government funded positions to permanent Department funded positions and a further nine participants appointed to fixed-term Department funded positions.

Table 13: Staff ^(a) by category 2012–13 to 2016–17

| Category | 2012–13 | 2013–14 | 2014–15 | 2015–16 | 2016–17 |
|--|---------------|---------------|---------------|---------------|---------------|
| Teaching ^(b) | 20 583 | 20 836 | 21 009 | 21 862 | 22 889 |
| Support ^(c) | 9 885 | 10 214 | 10 096 | 10 390 | 11 127 |
| Cleaning and gardening | 2 333 | 2 378 | 2 419 | 2 479 | 2 541 |
| Administrative and clerical ^(d) | 1 922 | 1 791 | 1 647 | 1 673 | 1 741 |
| Totals | 34 723 | 35 219 | 35 171 | 36 404 | 38 298 |

Source: *Financial Management and Resourcing*

(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

(d) *Public Sector Management Act 1994* positions and teaching award staff in administrative roles.

Table 14: Staff ^(a) by operational area and category 2016–17

| Operational area | Teaching ^(b) | Support ^(c) | Cleaning and gardening | Administrative and clerical ^(d) | Totals |
|---|-------------------------|------------------------|------------------------|--|---------------|
| Schools ^(e) | 22 864 | 11 126 | 2 537 | 693 | 37 220 |
| Central strategic and corporate services | – | – | – | 954 | 954 |
| Education regional offices ^(f) | 25 | 1 | 4 | 94 | 124 |
| Totals | 22 889 | 11 127 | 2 541 | 1 741 | 38 298 |

Source: *Financial Management and Resourcing*

(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

(d) *Public Sector Management Act 1994* positions and teaching award staff in administrative roles.

(e) See [Table 15](#).

(f) Teaching includes Primary Extension and Challenge (PEAC) teachers and home education moderators.

Table 15: School-related staff^(a) by type of school and category 2016–17

| Type of school | Teaching ^(b) | Support ^(c) | Cleaning and gardening | Administrative and clerical ^(d) | Totals |
|-------------------------------------|-------------------------|------------------------|------------------------|--|---------------|
| Community kindergarten | 21 | 17 | – | – | 38 |
| Primary ^(e) | 12 042 | 6 052 | 1 324 | 23 | 19 441 |
| District high | 1 156 | 573 | 167 | 6 | 1 902 |
| Kindergarten–Year 12 ^(f) | 422 | 159 | 44 | 44 | 669 |
| Secondary | 7 654 | 2 429 | 954 | 512 | 11 549 |
| Education support ^(g) | 852 | 1 796 | 27 | 49 | 2 724 |
| Specialist services ^(h) | 717 | 100 | 21 | 59 | 897 |
| Totals | 22 864 | 11 126 | 2 537 | 693 | 37 220 |

Source: *Financial Management and Resourcing*

(a) Average paid full-time equivalent staff rounded to nearest whole number.

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

(d) *Public Sector Management Act 1994* positions and teaching award staff in administrative roles.

(e) Includes schools of the air and remote community schools.

(f) Includes School of Isolated and Distance Education.

(g) Includes language development schools/centres.

(h) Includes education services that do not directly enrol students such as camp schools, some schools of special educational needs, vacation swimming and Instrumental Music School Services.

Table 16: School-based teaching staff^(a) by category and level of schooling^(b) 2017

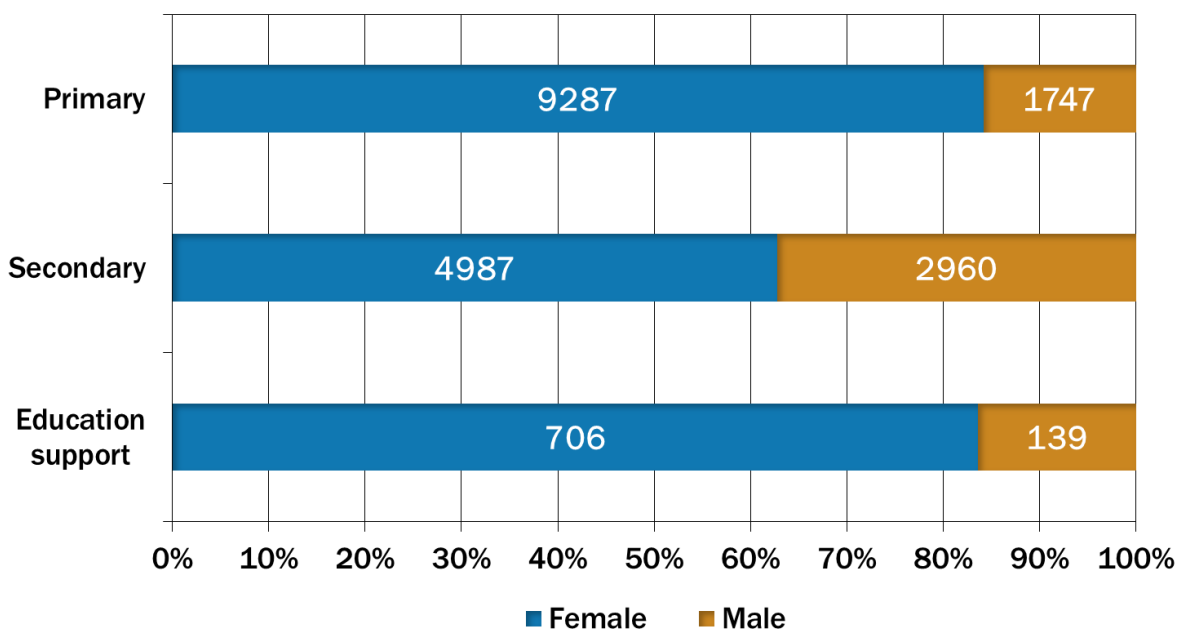
| Category | Primary | Secondary | Education support | All |
|---|---------------|--------------|-------------------|---------------|
| Principal | 552 | 162 | 67 | 781 |
| Deputy principal | 787 | 372 | 63 | 1 222 |
| Head of department or program coordinator | 6 | 892 | 7 | 905 |
| Teacher | 10 066 | 6 345 | 673 | 17 084 |
| Guidance/counselling | 158 | 121 | 35 | 314 |
| Totals | 11 569 | 7 892 | 845 | 20 306 |

Source: *Evaluation and Accountability*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education levels based on proportion of students at each education level.

Figure 3: School-based teaching staff ^(a) by level of schooling ^(b) and gender 2017 ^(c)



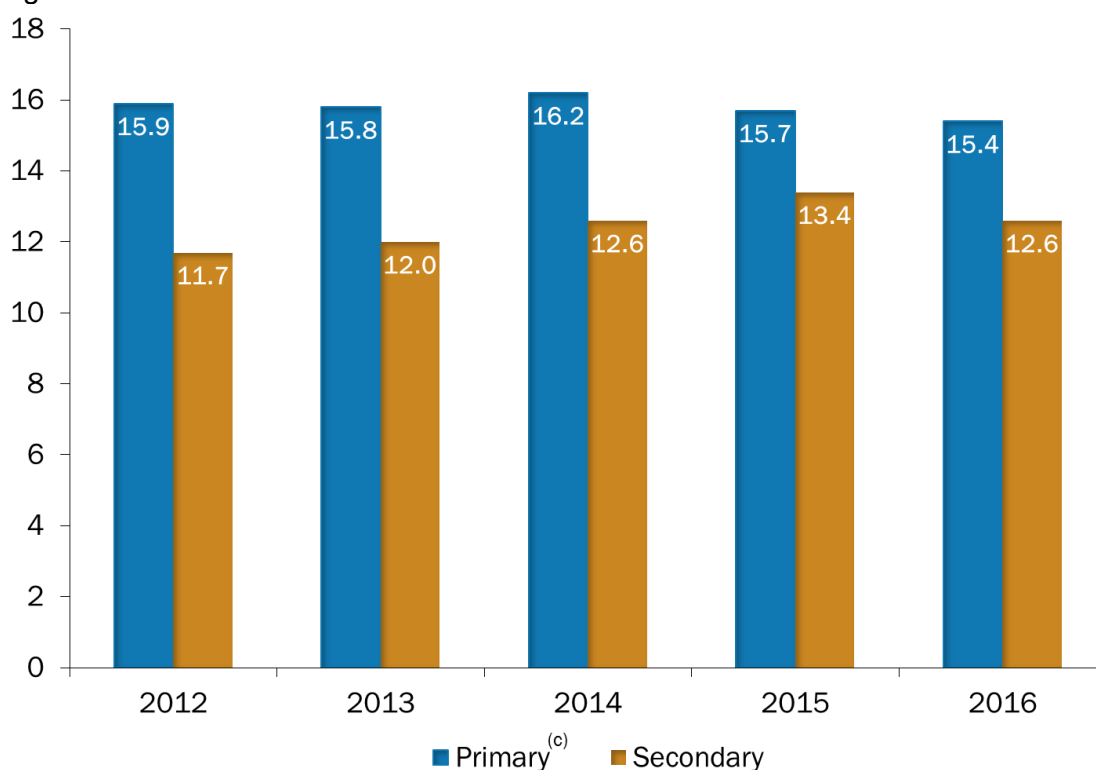
Source: *Evaluation and Accountability*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education levels based on proportion of students at each education level.

(c) See [Table A25](#).

Figure 4: Student-teacher ratios ^(a) 2012 to 2016 ^(b)



Source: *Evaluation and Accountability*

(a) Ratios based on full-time equivalent students and full-time equivalent teaching staff at Semester 2.

(b) Rates for 2013 and 2014 different from those reported in annual reports before the 2015–16 report as data and calculation methodology now align with National Schools Statistics Collection.

(c) Excludes Kindergarten.

Major capital works

Table 17: Completed major capital works ^(a) 2016–17

| Project | Year of completion | Estimated total cost | | | Variation % | Reason for variation over 5% ^(c) |
|--|--------------------|--------------------------|--|--------------------|-------------|---|
| | | Original budget (\$'000) | Revised budget ^(b) (\$'000) | Variation (\$'000) | | |
| New secondary schools | | | | | | |
| Planning for Inner City College | 2017 | 1 000 | 1 000 | 0 | 0.0 | |
| Harrisdale Senior High School | 2017 | 61 000 | 52 680 | (8 320) | (13.6) | Favourable tender results |
| Subtotals | | 62 000 | 53 680 | (8 320) | | |
| Additional stages to secondary schools | | | | | | |
| Byford Secondary College Stage 2 | 2016 | 47 000 | 43 800 | (3 200) | (6.8) | Favourable tender results |
| Joseph Banks Secondary College Stage 2 | 2017 | 25 000 | 21 075 | (3 925) | (15.7) | Favourable tender results |
| Subtotals | | 72 000 | 64 875 | (7 125) | | |
| Additions and improvements to secondary schools | | | | | | |
| Armadale Senior High School | 2017 | 4 000 | 4 000 | 0 | 0.0 | |
| Cecil Andrews Senior High School | 2017 | 4 500 | 4 500 | 0 | 0.0 | |
| Kinross College | 2017 | 4 500 | 5 070 | 570 | 12.7 | Increased scope |
| Newman Senior High School fire restoration | 2017 | 7 650 | 7 650 | 0 | 0.0 | |
| Subtotals | | 20 650 | 21 220 | 570 | | |
| New primary schools | | | | | | |
| Spring Hill (Tapping) Primary School | 2016 | 3 152 | 3 015 | (137) | (4.3) | |
| Wandina Primary School Stage 2 | 2017 | 8 000 | 8 000 | 0 | 0.0 | |
| Subtotals | | 11 152 | 11 015 | (137) | | |
| Trade skills centres | | | | | | |
| Kullarri Trade Skills Centre | 2016 | 4 500 | 4 500 | 0 | 0.0 | |
| Mandurah Regional Trade Skills Centre | 2016 | 3 285 | 3 400 | 115 | 3.5 | |
| Peron Trade Skills Centre | 2017 | 6 543 | 6 021 | (522) | (8.0) | Favourable tender results |
| Subtotals | | 14 328 | 13 921 | (407) | | |

| Project | Year of completion | Estimated total cost | | | Variation % | Reason for variation over 5% (c) |
|--------------------------------------|--------------------|--------------------------|-----------------------------|--------------------|-------------|---|
| | | Original budget (\$'000) | Revised budget (b) (\$'000) | Variation (\$'000) | | |
| Other schools facilities | | | | | | |
| Administration upgrade 2016-17 | 2017 | 2 000 | 3 039 | 1 039 | | Run as combined programs - carry forward of prior years' programs |
| Covered assembly areas 2016-17 | 2017 | 2 000 | 2 000 | 0 | | |
| Library resource centres 2016-17 | 2017 | 2 600 | 2 600 | 0 | | |
| Toilet replacement program 2016-17 | 2017 | 1 600 | 1 600 | 0 | | |
| Student services improvements | 2017 | 7 000 | 7 000 | 0 | | |
| Subtotals | | 15 200 | 16 239 | 1 039 | | |
| Total completed works 2016-17 | | 195 330 | 180 950 | (14 380) | | |

Source: Infrastructure

(a) Major projects defined as those with estimated total cost exceeding \$500 000.

(b) As at 30 June 2017.

(c) Cost variations exceeding 5% defined as 'significant'.

Table 18: Major capital works in progress ^(a) 2016–17

| Project | Year of completion | Estimated total cost | | | Estimated cost to complete at 1 July 2017 (\$'000) | Variation % | Reason for variation over 5% ^(c) |
|---|--------------------|--------------------------|--|--------------------|--|-------------|--|
| | | Original budget (\$'000) | Revised budget ^(b) (\$'000) | Variation (\$'000) | | | |
| New secondary schools | | | | | | | |
| Butler North Secondary School | 2020 | 52 400 | 52 400 | 0 | 51 320 | 0.0 | |
| South Baldivis Secondary School | 2019 | 54 450 | 47 980 | (6 470) | 44 974 | (11.9) | Budget reduced due to favourable pre-tender estimate |
| Willetton Senior High School replacement Stages 1 and 2 | 2018 | 42 980 | 41 644 | (1 336) | 4 128 | (3.1) | |
| Yanchep Secondary School | 2018 | 57 111 | 50 408 | (6 703) | 27 060 | (11.7) | Budget reduced due to favourable pre-tender estimate |
| Subtotals | | 206 941 | 192 432 | (14 509) | 127 482 | | |
| Additional stages to secondary schools | | | | | | | |
| Byford Secondary College Stage 3 | 2017 | 22 400 | 15 900 | (6 500) | 4 841 | (29.0) | Budget reduced due to favourable tender |
| Shenton College Stage 2 | 2019 | 49 500 | 49 500 | 0 | 46 174 | 0.0 | |
| Subtotals | | 71 900 | 65 400 | (6 500) | 51 015 | | |
| Additions and improvements to secondary schools | | | | | | | |
| Churchlands Senior High School | 2017 | 38 674 | 34 564 | (4 110) | 9 165 | (10.6) | Budget reduced due to favourable tender |
| Fremantle College | 2017 | 31 000 | 30 000 | (1 000) | 12 235 | (3.2) | |
| Geraldton Senior College | 2018 | 5 000 | 5 000 | 0 | 3 833 | 0.0 | |
| John Willcock College | 2019 | 20 000 | 20 000 | 0 | 17 219 | 0.0 | |
| Subtotals | | 94 674 | 89 564 | (5 110) | 42 452 | | |
| New primary schools | | | | | | | |
| Rapids Landing (Margaret River) Primary School | 2018 | 16 000 | 16 000 | 0 | 11 381 | 0.0 | |
| Honeywood (Wandi) Primary School (including annex) | 2018 | 16 700 | 16 700 | 0 | 10 846 | 0.0 | |
| Wellard South West Primary School | 2018 | 15 300 | 15 300 | 0 | 10 032 | 0.0 | |
| Doubleview Primary School rebuild | 2018 | 15 400 | 15 400 | 0 | 12 885 | 0.0 | |
| Subtotals | | 63 400 | 63 400 | 0 | 45 143 | | |

| Project | Year of completion | Estimated total cost | | | Estimated cost to complete at 1 July 2017 (\$'000) | Variation % | Reason for variation over 5% (c) |
|---|--------------------|--------------------------|-----------------------------|--------------------|--|-------------|----------------------------------|
| | | Original budget (\$'000) | Revised budget (b) (\$'000) | Variation (\$'000) | | | |
| Additions and improvements to primary schools | | | | | | | |
| Highgate Primary School | 2017 | 5 455 | 5 455 | 0 | 1 556 | 0.0 | |
| Inglewood Primary School | 2018 | 3 500 | 3 500 | 0 | 3 080 | 0.0 | |
| Wembley Primary School | 2018 | 3 500 | 3 500 | 0 | 3 132 | 0.0 | |
| Subtotals | | 12 455 | 12 455 | 0 | 7 768 | | |
| Royalties for Regions | | | | | | | |
| Carnarvon Community College | 2018 | 17 600 | 17 600 | 0 | 11 959 | 0.0 | |
| Kalgoorlie-Boulder Community High School redevelopment | 2017 | 45 000 | 45 000 | 0 | 5 095 | 0.0 | |
| Subtotals | | 62 600 | 62 600 | 0 | 17 054 | | |
| Western suburbs strategy | | | | | | | |
| International School of Western Australia | 2019 | 21 600 | 21 600 | 0 | 20 540 | 0.0 | |
| Japanese School in Perth | 2018 | 4 350 | 4 350 | 0 | 3 996 | 0.0 | |
| Subtotals | | 25 950 | 25 950 | 0 | 24 536 | | |
| Other school facilities | | | | | | | |
| Duncraig Secondary Education Support Centre - located at Warwick Senior High School | 2018 | 4 280 | 4 280 | 0 | 4 003 | 0.0 | |
| Subtotals | | 4 280 | 4 280 | 0 | 4 003 | | |
| Miscellaneous programs | | | | | | | |
| Playground equipment and shade structures | 2019 | 5 800 | 5 800 | 0 | 3 000 | 0.0 | |
| Universal Access program | 2019 | 18 790 | 18 790 | 0 | 11 808 | 0.0 | |
| Subtotals | | 24 590 | 24 590 | 0 | 14 808 | | |
| Total capital works in progress 2016-17 | | 566 790 | 540 671 | (26 119) | 334 261 | | |
| Total completed works and works in progress 2016-17 | | 762 120 | 721 621 | (40 499) | 334 261 | | |

Source: Infrastructure

(a) Major projects defined as those with estimated total cost exceeding \$500 000.

(b) As at 30 June 2017.

(c) Cost variations exceeding 5% defined as 'significant'.

SECTION 5: KEY PERFORMANCE INDICATORS

Certification of key performance indicators

Effectiveness indicators

Efficiency indicators



Jodie Schicker **2016 WA Premier's Primary Teacher of the Year**

Jodie Schicker's childhood has shaped the way she inspires her own students. Steered by her mother and role model Frances, Jodie knows that if you work hard there's no limit to what you can achieve.

"I show my students at Bungaree Primary School that circumstance

doesn't have to define who they are and what they do," she says.

"Many families are working very hard just to get their children what they need, and I think education is a great opportunity for our students."

With the right attitude and effort, Jodie reminds students that they can do anything.

Read more about Jodie in [Inspire](#).

Dr Karen Bontempo

2016 WA Premier's Secondary Teacher of the Year

Shenton College Deaf Education Centre teacher Dr Karen Bontempo is inspired to break barriers for deaf students.

"Instead of making deaf children fit our system, we are making the system fit those children," she says.

"I have these wonderful visions of my hearing students coming out of school and going on to studying to become doctors, lawyers, vets, counsellors and accountants – and taking Auslan skills with them."

Through her own work, and the deaf and hearing colleagues who work alongside her, she has redefined the meaning of the word inclusive, for both deaf students and those with learning difficulties.

Read more about Karen in [Inspire](#).



Certification of key performance indicators

I hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education, and fairly represent the performance of the Department for the year ended 30 June 2017.



JAY PECKITT
CHIEF FINANCE OFFICER
DEPARTMENT OF EDUCATION
REPORTING OFFICER

8 September 2017

Effectiveness indicators

Access to a quality education throughout Western Australia (WA) means we must provide everyone aged four to 17 years (at 30 June) in WA with access to education provided by the public school system, irrespective of their location, circumstances and whether that provision is taken up or not.

Although we provide access to a public school education for all people of relevant age, a proportion of students attend non-government schools or participate in approved full-time alternatives to school such as employment or vocational education and training provided by registered training organisations. This makes it difficult to measure the extent to which access to the public school system is fully available. Two approaches are used: the participation rate based on the population of a given age, and the apparent retention rate based on the cohort of students that commenced secondary education in public schools.

The participation rate gives an indication of the extent to which everyone is engaged in some form of education during the senior secondary years. Data are included from all forms of education including public and non-government schools, vocational education and training, and university so those not engaged in some form of education can be quantified.

The apparent retention rate is another indication of our success in providing access to a quality education as it measures the proportion of public school students in Year 8 that completed Year 12 at public schools four years later.

Neither of these two indicators is perfect. There are no estimated resident population data that align exactly to the age range of students in Year 12 and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

The main purpose of a quality education is for students to achieve high standards of learning. The remaining indicators provide measures of the extent to which students achieve high standards of learning.

Year 12 performance is measured in terms of secondary graduation – the criterion for overall success in school. In WA this means achieving a Western Australian Certificate of Education (WACE). To achieve a WACE, students must meet a set of criteria determined by the School Curriculum and Standards Authority. The apparent secondary graduation rate is defined as the percentage of the Year 8 cohort that achieves a WACE by Year 12.

Student achievement is assessed using indicators that measure the extent to which students achieve minimum standards of learning in literacy and numeracy. Students are tested in Years 3, 5, 7 and 9 in aspects of literacy and numeracy. Results are reported here against predetermined national minimum standards of achievement.

1. Rate of participation in education

The participation rate demonstrates the extent to which potential students receive an education. It is defined as the number of students of a particular age engaged in some form of education as a percentage of the estimated resident population for that age.

The population of most interest comprises those aged 15, 16 and 17 years at 30 June of the year in question. This includes all those expected to be in Years 10, 11 and 12. Participants comprise students aged 15, 16 and 17 years at 1 July of that year who (i) were enrolled in public and non-government schools at the Semester 2 student census; (ii) attended vocational education and training during the year; or (iii) attended university during the year. To ensure students are only counted once, students attending both school and vocational education and training are only counted in the school data.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the participation rates in [Table 19](#). Further data on the participation of 15 to 17 year olds from 2012 to 2016 by gender are in [Figure 5](#).

The increase in the participation rate from 2014 to 2015 was due to a legislative change to the school starting age in 2001 which resulted in almost everyone aged 17 years as at 30 June 2015 (and each year thereafter) still being of compulsory school age. This meant they had to be either at school or engaged in an approved alternative option such as full-time training or employment on 30 June 2015. Before 2015, approximately half of 17 year olds as at 30 June were no longer within the compulsory school age range, having completed school the previous year.

Table 19: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education ^(a) ^(b) ^(c) 2012 to 2016

| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers ^(d) |
|------|------|------|------|------|--|
| 91.2 | 93.3 | 93.9 | 96.8 | 96.9 | 92 |

Source: *Evaluation and Accountability*

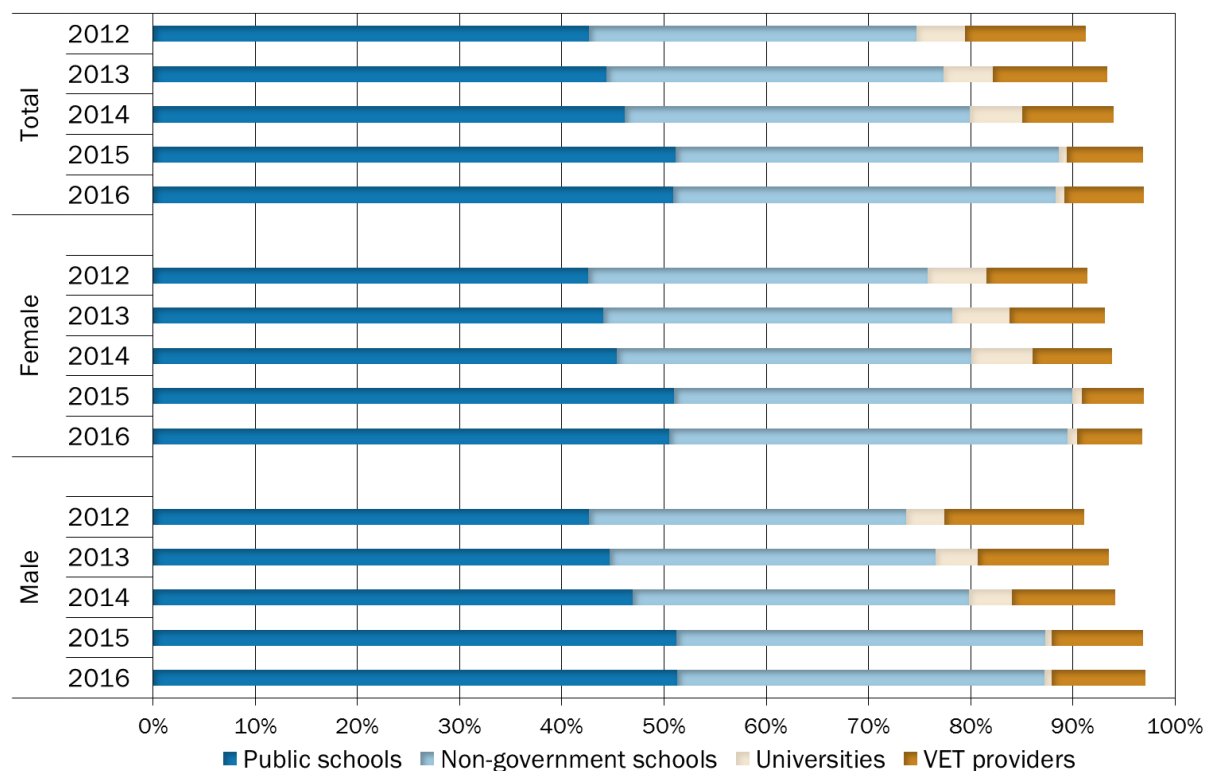
(a) Based on Australian Bureau of Statistics preliminary estimates of resident population (age at 30 June) and data collected from public and non-government schools (Semester 2 student census, age at 1 July), universities (age at 30 June), and vocational education and training providers (age at 30 June).

(b) University enrolment data for 2016 is an estimate based on 2015 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous four years.

(c) Revised figures for 2012 to 2015 due to updated data for 2015 university student enrolments and estimates of the resident population in 2012 to 2015. Figures published in our 2015–16 annual report were 2012: 90.5, 2013: 91.8, 2014: 91.8 and 2015: 98.7.

(d) Calculated as the higher of the preliminary actual for 2014 and the estimated actual for 2015, using the latest available data at the time of the 2016–17 Budget, rounded up to a whole number.

Figure 5: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education ^(a) by gender 2012 to 2016



Source: *Evaluation and Accountability*

(a) Refer to footnotes in Table 19.

2. Retention in public school education

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to 12 retention rate. This is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier (the start of secondary school at that time). Data for 2012 to 2016 are in [Table 20](#) and [Figure 6](#) shows the rate from 1996 to 2016. The retention rate by subgroup is in [Table A19](#) and [Figure A5](#).

The apparent retention rate does not account for net changes to the school population caused by interstate and overseas migration, or students moving between school sectors.

As noted in previous reports, the 2014 rate in particular was inflated by higher net overseas and interstate migration and more students moving to public schools from non-government schools and vocational education and training providers than in previous years. A marked reduction in these inflationary factors caused the 2015 and 2016 rates to be at levels more consistent with the 2013 rate.

The target in the 2016–17 Budget Papers was based on the higher of the two most recent years' performance at that time (2014 and 2015).

Table 20: Apparent retention rate of public school students Years 8 to 12 ^{(a) (b)} 2012 to 2016

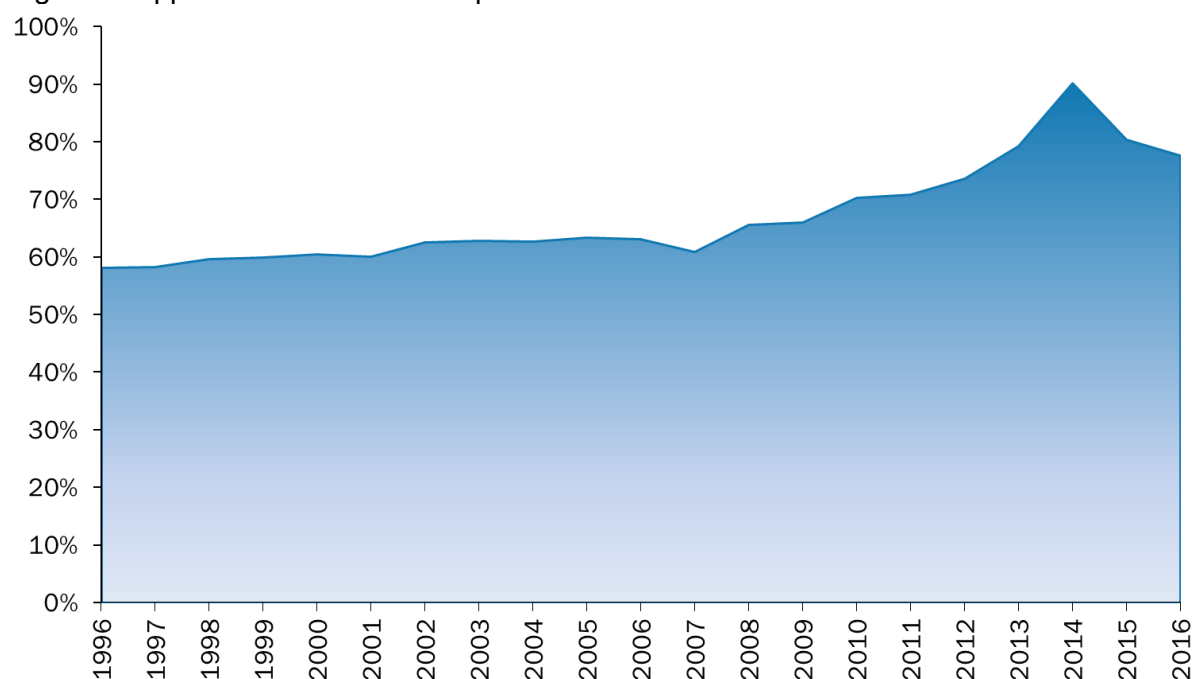
| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 73.6 | 79.3 | 90.3 | 80.4 | 77.7 | 91 |

Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.

(b) Semester 2 student census.

Figure 6: Apparent retention rate of public school students Years 8 to 12 ^{(a) (b)} 1996 to 2016



Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.

(b) Semester 2 student census.

3. Secondary graduation rate

To achieve secondary graduation students must meet criteria established by the School Curriculum and Standards Authority. For 2016, students had to:

- demonstrate the Authority's minimum standards of literacy and numeracy
- complete at least 20 units (or equivalent) that meet breadth and depth of study requirements
- complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or complete a certificate II (or higher) vocational education and training (VET) qualification
- achieve a grade of C or better in 14 course units (or equivalent) of which at least six must be completed in Year 12.

Students who achieve these secondary graduation requirements receive the Western Australian Certificate of Education (WACE).

The apparent secondary graduation rate is defined as the percentage of the Year 8 cohort (which was the start of secondary school at that time) that satisfies the requirements for secondary graduation by Year 12, and is an indicator of the extent

to which the entire population of that age cohort actually reaches a high level of education. The target in the 2016–17 Budget Papers was based on the higher of the two most recent years' performance at that time (2014 and 2015). Data for 2012 to 2016 are in [Table 21](#) with further breakdowns in [Table A23](#).

The same factors that caused the apparent retention rate to fluctuate in recent years also affect the apparent secondary graduation rate. The apparent secondary graduation rate was also affected by the introduction of higher requirements for WACE achievement in 2016. For the first time, Year 12 students in 2016 had to meet designated standards in reading, writing and numeracy through either the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or the School Curriculum and Standards Authority's Online Literacy and Numeracy Assessment to achieve the WACE.

The target in the 2016–17 Budget Papers was based on the higher of the two most recent years' performance at that time (2014 and 2015).

Table 21: Apparent secondary graduation rate (%) of public school students ^{(a) (b)} 2012 to 2016

| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 65.0 | 70.5 | 80.5 | 72.7 | 63.1 | 81 |

Source: *Evaluation and Accountability* ^(c)

(a) Year 8 cohort figure from Semester 2 student census four years earlier.

(b) Excludes Canning College and Tuart College students, international and non-government school students. Repeating students included but only new instances of students meeting requirements for secondary graduation are counted.

(c) Year 12 graduation data sourced from School Curriculum and Standards Authority.

4. Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories by the Australian Curriculum, Assessment and Reporting Authority. This program provides valuable information for parents on their children's achievements as well as useful information at school-level and Australia-wide.

Full cohorts of Year 3, 5, 7 and 9 students across the country undertake common tests in May. The national results for all years of NAPLAN testing since it commenced in 2008 are reported in [2016 National Assessment Program – Literacy and Numeracy](#) which includes national and state/territory level data.

Key performance indicators for literacy are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and writing as measured by the NAPLAN tests. Results for WA public school students are in [Tables 22 to 25](#).

WA public school students' NAPLAN results, including subgroup performance, are summarised in the [NAPLAN 2016 public schools report](#) and also in [Appendix 2](#) of this report.

Each target in the 2016–17 Budget Papers was based on the higher of the two most recent years' performance at that time (2014 and 2015).

Table 22: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Reading and Writing 2012 to 2016 (NAPLAN)

| | 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|---------|------|------|------|------|------|---------------------------------|
| Reading | 90.1 | 93.1 | 90.3 | 91.7 | 92.7 | 92 |
| Writing | 93.6 | 93.4 | 92.1 | 93.6 | 95.0 | 94 |

Source: Evaluation and Accountability

Table 23: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Reading and Writing 2012 to 2016 (NAPLAN)

| | 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|---------|------|------|------|------|------|---------------------------------|
| Reading | 87.2 | 95.0 | 89.1 | 90.1 | 89.4 | 91 |
| Writing | 89.1 | 88.9 | 87.5 | 89.1 | 91.4 | 90 |

Source: Evaluation and Accountability

Table 24: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Reading and Writing 2012 to 2016 (NAPLAN)

| | 2012 | 2013 | 2014 | 2015 ^(a) | 2016 | Target in 2016–17 Budget Papers |
|---------|------|------|------|---------------------|------|---------------------------------|
| Reading | 91.2 | 91.4 | 92.8 | 92.2 | 91.0 | 93 |
| Writing | 88.1 | 86.8 | 86.0 | 80.5 | 85.0 | 87 |

Source: Evaluation and Accountability

(a) Year 7 become part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Table 25: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Reading and Writing 2012 to 2016 (NAPLAN)

| | 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|---------|------|------|------|------|------|---------------------------------|
| Reading | 86.6 | 89.7 | 89.8 | 90.1 | 91.2 | 91 |
| Writing | 77.1 | 77.1 | 80.2 | 76.7 | 80.2 | 81 |

Source: Evaluation and Accountability

5. Student achievement in numeracy

Key performance indicators for numeracy are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in numeracy as measured by the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. Results for WA public school students are in [Tables 26 to 29](#).

WA public school students' NAPLAN results, including subgroup performance, are summarised in the [NAPLAN 2016 public schools report](#) and also in [Appendix 2](#) of this report.

Each target in the 2016–17 Budget Papers was based on the higher of the two most recent years' performance at that time (2014 and 2015).

Table 26: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Numeracy 2012 to 2016 (NAPLAN)

| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 91.1 | 94.5 | 92.8 | 92.6 | 94.1 | 93 |

Source: *Evaluation and Accountability*

Table 27: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Numeracy 2012 to 2016 (NAPLAN)

| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 89.8 | 91.2 | 90.4 | 93.0 | 91.8 | 94 |

Source: *Evaluation and Accountability*

Table 28: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Numeracy 2012 to 2016 (NAPLAN)

| 2012 | 2013 | 2014 | 2015 ^(a) | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|---------------------|------|---------------------------------|
| 91.8 | 93.4 | 93.7 | 93.6 | 92.9 | 94 |

Source: *Evaluation and Accountability*

(a) Year 7 become part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Table 29: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Numeracy 2012 to 2016 (NAPLAN)

| 2012 | 2013 | 2014 | 2015 | 2016 | Target in 2016–17 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 90.0 | 87.2 | 92.4 | 94.7 | 93.9 | 95 |

Source: *Evaluation and Accountability*

Efficiency indicators

Efficiency is indicated by the total cost per student full-time equivalent (FTE) of each service.

Student FTE is the full-time equivalent of full-time and part-time students associated with each service and calculated as the average of FTE in each of the two semesters in each financial year. Cost is the total cost of services for each service.

Data for 2012–13 to 2016–17 are in [Table 30](#).

1. Cost per student FTE – Primary education (Service 1)

Service 1: Provision of access to education in public schools for people aged generally from four years and six months to 11 years and six months.

2. Cost per student FTE – Secondary education (Service 2)

Service 2: Provision of access to education in public schools for people aged generally from 11 years and six months.

Table 30: Cost per full-time equivalent student by service in public school education ^{(a) (b)}
2012–13 to 2016–17

| Service | 2012–13 \$ | 2013–14 \$ | 2014–15 \$ | 2015–16 \$ | 2016–17 \$ | Target in 2016–17 Budget Papers \$ |
|---------------------|---------------|---------------|---------------|---------------|---------------|--|
| Primary education | 14 141 | 14 465 | 14 746 | 15 270 | 15 344 | 15 504 |
| Secondary education | 19 175 | 19 440 | 18 491 | 18 348 | 18 365 | 19 095 |

Source: *Financial Management and Resourcing*

(a) No adjustments for inflation incorporated into above figures.

(b) Year 7 become part of public school secondary education in Western Australia from 2015, having previously been part of primary education. No adjustments made to previous years' figures.

SECTION 6: FINANCIAL STATEMENTS

Certification of financial statements

Independent auditor's report

Financial statements



Ashlee Otway 2016 WA Aboriginal and Islander Education Officer of the Year

Ashlee Otway will stop at nothing to inspire students at Riverside Primary School to believe in their abilities and dreams.

One of her greatest achievements is supporting and connecting with parents and families.

By introducing small changes at

the school, Ashlee has given students and their families the opportunity to feel proud about their Aboriginal culture.

“My students always come first. I’d like to think that these strong relationships are built on trust and respect which can give them the confidence to become anything they want,” she says.

Read more about Ashlee in [Inspire](#).

Mark McClements 2016 WA Beginning Teacher of the Year

According to the principal, Mark McClements’ impact on Challis Community Primary School has been nothing short of remarkable. Determined to inspire students to enjoy writing, Mark introduced a new ‘Talk for Writing’ program to make teaching writing fun and engaging.

“We’ve had parents come in and see their children writing and wonder if they are the same children. They’re blown away and that’s great,” he says.

“I love learning and I’m always looking to do better – and I think that rubs off on the students.”

Read more about Mark in [Inspire](#).



Certification of financial statements

for the year ended 30 June 2017

The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2017 and the financial position at 30 June 2017.

At the date of signing, we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.



JAY PECKITT
CHIEF FINANCE OFFICER
DEPARTMENT OF EDUCATION
REPORTING OFFICER

8 September 2017



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION

Report on the Financial Statements

Opinion

I have audited the financial statements of the Department of Education which comprise the Statement of Financial Position as at 30 June 2017, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities by Service, and Summary of Consolidated Account Appropriations and Income Estimates for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the Department of Education for the year ended 30 June 2017 and the financial position at the end of that period. They are in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions.

Basis for Opinion

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Department in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Key Audit Matters

Key audit matters are those matters that, in my professional judgement, were of most significance in the audit of the financial statements of the current period. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

Accounting for WA Schools Public Private Partnerships

The WA Government has entered into an agreement with a consortium for building and maintaining a number of government schools. Under these arrangements, the consortium will build each school and hand it over to the Department of Education when it reaches practical completion. The Department will make quarterly service payments to the consortium which comprises a payment for the cost of the building and an ongoing fee to maintain the buildings over the life of the agreement.

In the first 6 months of 2017, new schools costing \$83.5 million were completed and transferred to the Department. This matter was significant because of the value and the fact that this was a new type of arrangement. We reviewed the accounting advice the Department received on the arrangements and tested the amounts disclosed by reference to relevant supporting documentation, including contracts. We have also confirmed the accounting treatment complied with Australian Accounting Standards.

As disclosed in Note 32 of the financial statements, the Department has accounted for this arrangement as a finance lease. The school buildings are disclosed as Leased Buildings PPP in Note 26 of the financial statements.

Responsibility of the Reporting Officer for the Financial Statements

The Department of Education ceased to exist as a department under the *Financial Management Act 2006* on 30 June 2017. The Treasurer appointed a Reporting Officer under section 68 of the Act who was responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer's Instructions that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility for the Audit of the Financial Statements

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgment and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the agency's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Reporting Officer.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

From the matters communicated with the Director General, I determine those matters that were of most significance in the audit of the financial statements of the current period and are therefore the key audit matters. I describe these matters in the auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because of the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefit of such communication.

Report on Controls

Opinion

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the Department of Education. The controls exercised by the Department are those policies and procedures established by the Director General to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions (the overall control objectives).

My opinion has been formed on the basis of the matters outlined in this report.

In my opinion, in all material respects, the controls exercised by the Department of Education are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2017.

The Director General's Responsibilities

The Director General was responsible for designing, implementing and maintaining controls to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities are in accordance with the *Financial Management Act 2006*, the Treasurer's Instructions and other relevant written law.

Auditor General's Responsibilities

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3150 *Assurance Engagements on Controls* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and the controls, necessary to achieve the overall control objectives, were implemented as designed.

An assurance engagement to report on the design and implementation of controls involves performing procedures to obtain evidence about the suitability of the design of controls to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including the assessment of the risks that controls are not suitably designed or implemented as designed. My procedures included testing the implementation of those controls that I consider necessary to achieve the overall control objectives.

I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Limitations of Controls

Because of the inherent limitations of any internal control structure it is possible that, even if the controls are suitably designed and implemented as designed, once the controls are in operation, the overall control objectives may not be achieved so that fraud, error, or noncompliance with laws and regulations may occur and not be detected. Any projection of the outcome of the evaluation of the suitability of the design of controls to future periods is subject to the risk that the controls may become unsuitable because of changes in conditions.

Report on the Key Performance Indicators

Opinion

I have undertaken a reasonable assurance engagement on the key performance indicators of the Department of Education for the year ended 30 June 2017. The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the Department of Education are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2017.

The Reporting Officer's Responsibility for the Key Performance Indicators

The Reporting Officer is responsible for the preparation and fair presentation of the key performance indicators in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions and for such internal control as the Reporting Officer determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

In preparing the key performance indicators, the Reporting Officer is responsible for identifying key performance indicators that are relevant and appropriate having regard to their purpose in accordance with Treasurer's Instruction 904 *Key Performance Indicators*.

Auditor General's Responsibility

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the agency's performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

An assurance engagement involves performing procedures to obtain evidence about the amounts and disclosures in the key performance indicators.

It also involves evaluating the relevance and appropriateness of the key performance indicators against the criteria and guidance in Treasurer's Instruction 904 for measuring the extent of outcome achievement and the efficiency of service delivery. The procedures selected depend on my judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments I obtain an understanding of internal control relevant to the engagement in order to design procedures that are appropriate in the circumstances.

I believe that the evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

My Independence and Quality Control Relating to the Reports on Controls and Key Performance Indicators

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, and Other Assurance Engagements*, the Office of the Auditor General maintains a comprehensive system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators

This auditor's report relates to the financial statements and key performance indicators of the Department of Education for the year ended 30 June 2017 included on the Department's website. The Department's management is responsible for the integrity of the Department's website. This audit does not provide assurance on the integrity of the Department's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.


COLIN MURPHY
AUDITOR GENERAL
FOR WESTERN AUSTRALIA
Perth, Western Australia
8 September 2017

Financial statements

STATEMENT OF COMPREHENSIVE INCOME

For the year ended 30 June 2017

| | Note | 2016-17 \$'000 | 2015-16 \$'000 |
|---|------|-------------------|--------------------|
| COST OF SERVICES | | | |
| Expenses | | | |
| Employee benefits expense | 6 | 3 660 176 | 3 469 864 |
| Supplies and services | 8 | 850 170 | 960 821 |
| Depreciation and amortisation expense | 9 | 191 229 | 189 649 |
| Grants and subsidies | 10 | 46 206 | 38 757 |
| Finance costs | 11 | 3 746 | 887 |
| Other expenses | 12 | 8 159 | 8 822 |
| Total cost of services | | 4 759 686 | 4 668 800 |
| Income | | | |
| Revenue | | | |
| User contributions, charges and fees | 15 | 119 462 | 110 921 |
| Other revenue | 16 | 124 142 | 86 929 |
| Australian Government grants and contributions | 17 | 678 410 | 646 578 |
| Interest revenue | | 6 249 | 7 689 |
| Total revenue | | 928 263 | 852 117 |
| Total income other than income from State Government | | 928 263 | 852 117 |
| NET COST OF SERVICES | | | |
| | | 3 831 423 | 3 816 683 |
| Income from State Government | | | |
| Service appropriation | 18 | 3 918 931 | 3 861 288 |
| Grants from State Government Agencies | | 7 248 | 6 921 |
| Services received free of charge | | 13 307 | 30 428 |
| Royalties for Regions Fund | | 5 835 | 9 265 |
| Total income from State Government | | 3 945 321 | 3 907 902 |
| SURPLUS FOR THE PERIOD | | | |
| | | 113 898 | 91 219 |
| OTHER COMPREHENSIVE INCOME | | | |
| Items not reclassified subsequently to profit | | | |
| Changes in asset revaluation surplus | 35 | (448 079) | (2 514 708) |
| Total other comprehensive income | | (448 079) | (2 514 708) |
| TOTAL COMPREHENSIVE INCOME FOR THE PERIOD | | | |
| | | (334 181) | (2 423 489) |

See also the 'Schedule of Income and Expenses by Service'.
The Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

STATEMENT OF FINANCIAL POSITION

As at 30 June 2017

| | Note | 2016-17 \$'000 | 2015-16 \$'000 |
|---|------|-------------------|-------------------|
| ASSETS | | | |
| Current Assets | | | |
| Cash and cash equivalents | 19 | 551 546 | 675 183 |
| Restricted cash and cash equivalents | 20 | 20 423 | 27 732 |
| Amounts receivable for services | 21 | 21 293 | 45 285 |
| Inventories | 22 | 6 647 | 6 138 |
| Receivables | 23 | 40 052 | 42 993 |
| Other current assets | 24 | 8 807 | 8 265 |
| Non-current assets held for distribution to owner | 25 | 769 | 769 |
| Total Current Assets | | 649 537 | 806 365 |
| Non-Current Assets | | | |
| Restricted cash and cash equivalents | 20 | 13 039 | - |
| Amounts receivable for services | 21 | 2 494 355 | 2 321 230 |
| Property, plant and equipment | 26 | 11 267 150 | 11 487 590 |
| Intangible assets | 29 | 4 257 | 2 117 |
| Total Non-Current Assets | | 13 778 801 | 13 810 937 |
| TOTAL ASSETS | | 14 428 338 | 14 617 302 |
| LIABILITIES | | | |
| Current Liabilities | | | |
| Payables | 31 | 112 783 | 130 031 |
| Borrowings | 32 | 13 496 | 14 586 |
| Provisions | 33 | 559 500 | 618 706 |
| Other current liabilities | 34 | 5 535 | 21 792 |
| Total Current Liabilities | | 691 314 | 785 115 |
| Non-Current Liabilities | | | |
| Borrowings | 32 | 91 717 | 15 058 |
| Provisions | 33 | 182 902 | 172 093 |
| Total Non-Current Liabilities | | 274 619 | 187 151 |
| TOTAL LIABILITIES | | 965 933 | 972 266 |
| NET ASSETS | | 13 462 405 | 13 645 036 |
| EQUITY | | | |
| Contributed equity | 35 | 4 054 446 | 3 902 896 |
| Reserves | | 7 615 669 | 8 063 748 |
| Accumulated surplus | | 1 792 290 | 1 678 392 |
| TOTAL EQUITY | | 13 462 405 | 13 645 036 |

See also the 'Schedule of Assets and Liabilities by Service'.
The Statement of Financial Position should be read in conjunction with the accompanying notes.

STATEMENT OF CHANGES IN EQUITY

For the year ended 30 June 2017

| | Note | Contributed equity \$'000 | Reserves \$'000 | Accumulated surplus \$'000 | Total equity \$'000 |
|--|------|------------------------------|--------------------|-------------------------------|------------------------|
| Balance at 1 July 2015 | 35 | 3 708 266 | 10 578 456 | 1 587 173 | 15 873 895 |
| Surplus | | - | - | 91 219 | 91 219 |
| Other comprehensive income | | - | (2 514 708) | - | (2 514 708) |
| Total comprehensive income for the period | | - | (2 514 708) | 91 219 | (2 423 489) |
| <u>Transactions with owners in their capacity as owners:</u> | | | | | |
| Capital appropriations | | 166 217 | - | - | 166 217 |
| Other contributions by owners | | 28 935 | - | - | 28 935 |
| Distribution to owners | | (522) | - | - | (522) |
| Total | | 194 630 | - | - | 194 630 |
| Balance at 30 June 2016 | | 3 902 896 | 8 063 748 | 1 678 392 | 13 645 036 |
| Balance at 1 July 2016 | 35 | 3 902 896 | 8 063 748 | 1 678 392 | 13 645 036 |
| Surplus | | - | - | 113 898 | 113 898 |
| Other comprehensive income | | - | (448 079) | - | (448 079) |
| Total comprehensive income for the period | | - | (448 079) | 113 898 | (334 181) |
| <u>Transactions with owners in their capacity as owners:</u> | | | | | |
| Capital appropriations | | 150 923 | - | - | 150 923 |
| Other contributions by owners | | 8 797 | - | - | 8 797 |
| Distribution to owners | | (8 170) | - | - | (8 170) |
| Total | | 151 550 | - | - | 151 550 |
| Balance at 30 June 2017 | | 4 054 446 | 7 615 669 | 1 792 290 | 13 462 405 |

The Statement of Changes in Equity should be read in conjunction with the accompanying notes.

STATEMENT OF CASH FLOWS

For the year ended 30 June 2017

| | Note | 2016-17 \$'000 | 2015-16 \$'000 |
|--|------|--------------------|--------------------|
| CASH FLOWS FROM STATE GOVERNMENT | | | |
| Service appropriation | | 3 728 713 | 3 621 014 |
| Capital contributions | | 150 923 | 166 217 |
| Holding account drawdown | | 41 085 | 21 736 |
| Grants and subsidies | | 7 173 | 7 317 |
| Royalties for Regions Fund | | 14 631 | 37 506 |
| Net cash provided by State Government | | 3 942 525 | 3 853 790 |
| Utilised as follows: | | | |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | |
| Payments | | | |
| Employees benefits | | (3 678 860) | (3 596 186) |
| Supplies and services | | (840 937) | (901 547) |
| Grants and subsidies | | (39 483) | (38 245) |
| Finance costs | | (2 379) | (886) |
| GST payments on purchases | | (72 135) | (80 446) |
| Other payments | | (877) | (127) |
| Receipts | | | |
| User contributions, charges and fees | | 113 176 | 107 749 |
| Australian Government grants and contributions | | 678 410 | 646 730 |
| Interest received | | 6 249 | 7 689 |
| GST receipts on revenue | | 3 004 | 2 707 |
| GST receipts from taxation authority | | 72 091 | 75 278 |
| Other receipts | | 56 051 | 114 273 |
| Net cash used in operating activities | 36 | (3 705 690) | (3 663 011) |
| CASH FLOW FROM INVESTING ACTIVITIES | | | |
| Payments | | | |
| Purchases of non-current physical assets | | (339 782) | (303 144) |
| Receipts | | | |
| Receipts from sale of non-current physical assets | | 102 | 208 |
| Net cash provided by/(used in) investing activities | | (339 680) | (302 936) |
| CASH FLOW FROM FINANCING ACTIVITIES | | | |
| Payments | | | |
| Payments of finance lease liabilities | | (15 062) | (14 183) |
| Net cash used in financing activities | | (15 062) | (14 183) |
| Net increase/(decrease) in cash and cash equivalents | | (117 907) | (126 340) |
| Cash and cash equivalents at the beginning of the period | | 702 915 | 829 255 |
| CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD | 36 | 585 008 | 702 915 |

The Statement of Cash Flows should be read in conjunction with the accompanying notes.

SCHEDULE OF INCOME AND EXPENSES BY SERVICE

For the year ended 30 June 2017

| | Primary Education | | Secondary Education | | Total | |
|---|-------------------|-------------------|---------------------|-------------------|-------------------|-------------------|
| | 2016-17 \$'000 | 2015-16 \$'000 | 2016-17 \$'000 | 2015-16 \$'000 | 2016-17 \$'000 | 2015-16 \$'000 |
| COST OF SERVICES | | | | | | |
| Expenses | | | | | | |
| Employee benefits expense | 2 234 105 | 2 109 582 | 1 426 071 | 1 360 282 | 3 660 176 | 3 469 864 |
| Supplies and services | 484 395 | 546 293 | 365 775 | 414 528 | 850 170 | 960 821 |
| Depreciation and amortisation expense | 111 091 | 112 512 | 80 138 | 77 137 | 191 229 | 189 649 |
| Grants and subsidies | 25 856 | 20 318 | 20 350 | 18 439 | 46 206 | 38 757 |
| Finance costs | 2 423 | 576 | 1 323 | 311 | 3 746 | 887 |
| Other expenses | 3 164 | 5 218 | 4 995 | 3 604 | 8 159 | 8 822 |
| Total cost of services | 2 861 034 | 2 794 499 | 1 898 652 | 1 874 301 | 4 759 686 | 4 668 800 |
| Income | | | | | | |
| User contributions, charges and fees | 37 083 | 37 166 | 82 379 | 73 755 | 119 462 | 110 921 |
| Other revenue | 73 617 | 48 429 | 50 525 | 38 500 | 124 142 | 86 929 |
| Australian Government grants and contributions | 422 863 | 399 971 | 255 547 | 246 607 | 678 410 | 646 578 |
| Interest revenue | 2 764 | 3 481 | 3 485 | 4 208 | 6 249 | 7 689 |
| Total income other than income from State Government | 536 327 | 489 047 | 391 936 | 363 070 | 928 263 | 852 117 |
| NET COST OF SERVICES | 2 324 707 | 2 305 452 | 1 506 716 | 1 511 231 | 3 831 423 | 3 816 683 |
| Income from State Government | | | | | | |
| Service appropriation | 2 350 176 | 2 315 228 | 1 568 755 | 1 546 060 | 3 918 931 | 3 861 288 |
| Grants from State Government Agencies | 3 002 | 4 073 | 4 246 | 2 848 | 7 248 | 6 921 |
| Services received free of charge | 7 979 | 19 527 | 5 328 | 10 901 | 13 307 | 30 428 |
| Royalties for Regions Fund | 4 281 | 6 456 | 1 554 | 2 809 | 5 835 | 9 265 |
| Total income from State Government | 2 365 438 | 2 345 284 | 1 579 883 | 1 562 618 | 3 945 321 | 3 907 902 |
| SURPLUS FOR THE PERIOD | 40 731 | 39 832 | 73 167 | 51 387 | 113 898 | 91 219 |

The Schedule of Income and Expenses by Service should be read in conjunction with the accompanying notes.

SCHEDULE OF ASSETS AND LIABILITIES BY SERVICE

As at 30 June 2017

| | Primary Education | | Secondary Education | | Total | |
|--------------------------|-------------------|-------------------|---------------------|-------------------|-------------------|-------------------|
| | 2016-17 \$'000 | 2015-16 \$'000 | 2016-17 \$'000 | 2015-16 \$'000 | 2016-17 \$'000 | 2015-16 \$'000 |
| ASSETS | | | | | | |
| Current assets | 358 646 | 457 502 | 290 891 | 348 863 | 649 537 | 806 365 |
| Non-current assets | 8 350 097 | 8 372 538 | 5 428 704 | 5 438 399 | 13 778 801 | 13 810 937 |
| Total assets | 8 708 743 | 8 830 040 | 5 719 595 | 5 787 262 | 14 428 338 | 14 617 302 |
| LIABILITIES | | | | | | |
| Current liabilities | 421 294 | 503 844 | 270 020 | 281 271 | 691 314 | 785 115 |
| Non-current liabilities | 171 164 | 121 072 | 103 455 | 66 079 | 274 619 | 187 151 |
| Total liabilities | 592 458 | 624 916 | 373 475 | 347 350 | 965 933 | 972 266 |
| NET ASSETS | 8 116 285 | 8 205 124 | 5 346 120 | 5 439 912 | 13 462 405 | 13 645 036 |

The Schedule of Assets and Liabilities by Service should be read in conjunction with the accompanying notes.

SUMMARY OF CONSOLIDATED ACCOUNT APPROPRIATIONS AND INCOME ESTIMATES

As at 30 June 2017

| | 2016-17 Budget Estimate \$'000 | 2016-17 Actual \$'000 | Variance \$'000 | 2016-17 Actual \$'000 | 2015-16 Actual \$'000 | Variance \$'000 |
|--|--------------------------------------|-----------------------------|--------------------|-----------------------------|-----------------------------|--------------------|
| DELIVERY OF SERVICES | | | | | | |
| Item 28 Net amount appropriated to deliver services | 3 969 577 | 3 917 728 | (51 849) | 3 917 728 | 3 860 114 | 57 614 |
| Amount authorised by other statutes | | | | | | |
| <i>Salaries and Allowances Act 1975</i> | 1 203 | 1 203 | - | 1 203 | 1 174 | 29 |
| Total appropriations provided to deliver services | 3 970 780 | 3 918 931 | (51 849) | 3 918 931 | 3 861 288 | 57 643 |
| CAPITAL | | | | | | |
| Item 129 Capital Contribution | 155 444 | 150 923 | (4 521) | 150 923 | 166 217 | (15 294) |
| Total capital appropriations | 155 444 | 150 923 | (4 521) | 150 923 | 166 217 | (15 294) |
| GRAND TOTAL | 4 126 224 | 4 069 854 | (56 370) | 4 069 854 | 4 027 505 | 42 349 |
| DETAILS OF EXPENSES BY SERVICES | | | | | | |
| Primary education | 2 877 931 | 2 861 034 | (16 897) | 2 861 034 | 2 794 499 | 66 535 |
| Secondary education | 1 963 283 | 1 898 652 | (64 631) | 1 898 652 | 1 874 301 | 24 351 |
| Total cost of services | 4 841 214 | 4 759 686 | (81 528) | 4 759 686 | 4 668 800 | 90 886 |
| Less total income | 898 533 | 928 263 | 29 730 | 928 263 | 852 117 | 76 146 |
| Net cost of services | 3 942 681 | 3 831 423 | (111 258) | 3 831 423 | 3 816 683 | 14 740 |
| Adjustments | 28 099 | 87 508 | 59 409 | 87 508 | 44 605 | 42 903 |
| Total appropriations provided to deliver services | 3 970 780 | 3 918 931 | (51 849) | 3 918 931 | 3 861 288 | 57 643 |
| CAPITAL EXPENDITURE | | | | | | |
| Purchase of non-current physical assets | 300 413 | 433 072 | 132 659 | 433 072 | 317 420 | 115 652 |
| Repayment of borrowings | 15 206 | 15 062 | (144) | 15 062 | 14 183 | 879 |
| Adjustments for other funding sources | (160 175) | (297 211) | (137 036) | (297 211) | (165 386) | (131 825) |
| Capital appropriations | 155 444 | 150 923 | (4 521) | 150 923 | 166 217 | (15 294) |

Adjustments comprise movements in cash balances and other accrual items such as receivables, payables and superannuation.

Note 46 'Explanatory Statement' provides details of any significant variations between estimates and actual results for 2016-17 and between the actual results for 2016-17 and 2015-16.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 June 2017

NOTE 1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2017 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' includes Standards and Interpretations issued by the Australian Accounting Standards Board (AASB).

The Department has adopted any applicable, new and revised Australian Accounting Standards from their operative dates.

Early adoption of standards

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 Application of Australian Accounting Standards and Other Pronouncements. There has been no early adoption of any other Australian Accounting Standards that have been issued or amended (but not operative) by the Department for the annual reporting period ended 30 June 2017.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) General statement

The Department is a not-for-profit reporting entity that prepares general purpose financial statements in accordance with Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the Treasurer's instructions. Several of these are modified by the Treasurer's instructions to vary application, disclosure, format and wording.

The *Financial Management Act 2006* and the Treasurer's instructions impose legislative provisions that govern the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

b) Basis of preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, except for land and buildings which have been measured at fair value.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars and all values are rounded to the nearest thousand dollars (\$'000).

Note 3 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Department's accounting policies resulting in the most significant effect on the amounts recognised in the financial statements.

Note 4 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

c) Reporting entity

The reporting entity comprises the Department of Education including public schools across the State, central and regional offices, and the Corporate Business Services Centre.

Mission

For every child to be provided with a high quality public school education - whatever their ability, wherever they live, whatever their background.

Goals

As a public school system we aim to achieve the twin goals of excellence and equity. We provide opportunities that extend and challenge every child to achieve the highest possible standards and their personal best; and we provide high quality education in communities across Western Australia.

Values

We are guided by four core values in everything we do. In stating these values, we acknowledge that words alone are not sufficient: it is actions based on these values that are important.

Learning: We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity: We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.

Services

The Department provides the following services:

Service 1: Primary Education

Since 2015, the Primary Education service provides access to education in public schools for persons generally from four years and six months to 11 years and six months.

Service 2: Secondary Education

Since 2015, the Secondary Education service provides access to education in public schools for persons generally from 11 years and six months.

Funding

The Department is predominantly funded by Parliamentary appropriations supplemented by funding received from the Australian Government.

Financial support of parents has always played a significant part in providing resources that extend each school's capacity to maximise student learning. Up to Year 10, this support takes the form of voluntary contributions for textbooks, compulsory charges for additional costs such as excursions, and additional requests of parents for whole school projects such as air-conditioning. In Years 11 and 12, all subject costs are compulsory. Contributions and charges are individually set by each school and approved by the school council.

The financial statements encompass all funds the Department controls to meet its outcomes and services. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated (see Note 2(v) 'Amalgamation of Accounts').

d) Contributed equity

AASB Interpretation 1038 *Contributions by Owners Made to Wholly Owned Public Sector Entities* requires transfers in the nature of equity contributions, other than as a result of a restructure of administrative arrangements, to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital appropriations have been designated as contributions by owners by TI 955 *Contributions by Owners made to Wholly Owned Public Sector Entities* and have been credited directly to Contributed Equity.

The transfers of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (see Note 35 'Equity').

e) Income

Revenue recognition

Revenue is recognised and measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

Sale of goods

Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

Provision of services

Revenue is recognised by reference to the stage of completion of the transaction.

Interest

Revenue is recognised as the interest accrues.

Student fees and charges

Voluntary contributions are recognised when contributions are received. Fees and charges are also recognised when received, however bi-annually outstanding debts are reported in aggregate.

Service appropriations

Service Appropriations for the delivery of services comprise two components - amounts to meet the immediate cash needs of the Department and amounts set aside in a suspense (holding) account in Treasury to meet relevant commitments in relation to depreciation (asset replacement) and leave liabilities when these emerge.

Service Appropriations are recognised as revenues at fair value in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury (see Note 18 'Income from State Government' for further detail).

Net Appropriation Determination

The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2016–17 Budget Statements, the Department retained \$929.1 million in 2016–17 (\$954.4 million in 2015–16 to include student fees) from the following:

- User contributions, charges and fees (excluding user contributions, and fees and charges in respect of schools);
- Australian government specific purpose grants and contributions; and
- Other departmental revenue.

Grants, donations, gifts and other non-reciprocal contributions

Revenue is recognised at fair value when the Department obtains control over the assets comprising the contributions, usually when cash is received.

Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

Royalties for Regions funds are recognised as revenue at fair value in the period in which the Department obtains control over the funds. The Department obtains control of the funds at the time the funds are deposited into the Department's bank account.

Gains

Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

f) Property, plant and equipment

Capitalisation/expensing of assets

Items of property, plant and equipment costing \$5000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than \$5000 are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total). An example of group assets is Library Collections where individual items are below the capitalisation threshold, but the collection has a long useful life and a material value.

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

For items of property, plant and equipment acquired at no cost or for nominal cost, the cost is the fair value at the date of acquisition.

Subsequent measurement

Subsequent to initial recognition as an asset, the revaluation model is used for the measurement of land and buildings and historical cost for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation (buildings only) and accumulated impairment loss. All other items of property, plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses.

Where market-based evidence is available, the fair value of land and buildings is determined on the basis of current market values determined by reference to recent market transactions. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

In the absence of market-based evidence, fair value of land and buildings, including building subclasses (school infrastructure) is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use buildings is determined by reference to the cost of replacing the

remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is determined on the depreciated replacement cost basis, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount. Fair value for restricted use land is determined by comparison with market evidence for land with similar approximate utility (high restricted use land) or market value of comparable unrestricted land (low restricted use land).

Land and buildings are independently valued annually by Western Australian Land Information Authority (Valuation Services) to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period. School infrastructure, which consists of; roads, foot paths and paved areas, boundary walls, fences and gates, soft landscaping, and external services is valued annually by the Department's valuer and recognised annually to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period. From the commencement of the 2015–16 financial year, valuations for the Department's buildings (only) have been provided by Valuation Services. These valuations are supplemented by valuations from the Department's valuer for building subclasses (school infrastructure) consisting of analyses of data to determine costs attributed to school infrastructure, which is added to the building valuations to present the fair value of buildings (including school infrastructure). Information from the quantity surveyor engaged by the Department, previous analysis of school infrastructure, and a cross reference to industry cost guide publication is considered to estimate the building replacement cost for school infrastructure.

The most significant assumptions and judgements in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated economic life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

Notes 26, 27, and 35 show further information on revaluations.

[De-recognition](#)

Upon disposal or de-recognition of an item of property, plant and equipment, any revaluation surplus relating to that asset is retained in the asset revaluation surplus.

[Asset revaluation surplus](#)

The asset revaluation surplus is used to record increments and decrements on the revaluation of non-current assets on a class of assets basis as described in Note 28 'Fair value measurement'. For 2016–17, the Department changed its practice of recognising revaluation adjustments at the beginning of the reporting period to the end of the reporting period.

[Depreciation](#)

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner that reflects the consumption of their future economic benefits.

In calculating depreciation for buildings (including the infrastructure sub-class), the Department deems the economic life of the asset (as assessed by the valuer) to be the useful life of the asset. The asset is then depreciated on a straight line basis over its economic life.

Depreciation is calculated using the straight line method, using rates which are reviewed annually. Estimated useful lives for each class of depreciable assets are:

| | | |
|-------------------------|---|-------|
| Buildings | 40 to 80 | Years |
| Communication equipment | 5 | Years |
| Computers | 4 | Years |
| Furniture and fittings | 10 | Years |
| Motor vehicles | 5 | Years |
| Buses | 10 | Years |
| Musical instruments | 8 to 12 | Years |
| Office equipment | 5 to 8 | Years |
| Plant and equipment | 8 | Years |
| Transportables | 16 | Years |
| Software | 4 | Years |
| Library collections | Four to five years with 100% depreciation at the end of the fifth year, or in the sixth year respectively | |

Works of art controlled by the Department are classified as property, plant and equipment. These are anticipated to have indefinite useful lives. Their service potential has not, in any material sense, been consumed during the reporting period and consequently no depreciation has been recognised.

Land is not depreciated.

^(a) Software that is integral to the operation of related hardware.

g) Intangible assets

Capitalisation/expensing of assets

Acquisitions of intangible assets costing \$50 000 or more and internally generated intangible assets costing \$50 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

Intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

The cost model is applied for subsequent measurement requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life which is reviewed annually) on the straight-line basis. All intangible assets controlled by the Department have a useful life of four years and zero residual value.

Computer software

Software that is an integral part of the related hardware is recognised as property, plant and equipment. Software that is not an integral part of the related hardware is recognised as an intangible asset. Software costing less than \$50 000 is expensed in the year of acquisition.

h) Impairment of assets

Property, plant and equipment and intangible assets are tested for any indication of impairment at the end of each reporting period. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered to be impaired and is written down to the recoverable amount and the impairment loss is recognised. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss. Where a previously revalued asset is written down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income. As the Department is a not-for-profit entity, unless a specialised asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling, or where there is significant change in useful life. Each relevant class of asset is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of the asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

The Department's central office and regional offices test intangible assets with an indefinite useful life and intangible assets not yet available for use for impairment at the end of each reporting period irrespective of whether there is any indication of impairment. Schools test intangible assets each year for indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at the end of each reporting period (see Note 30 'Impairment of assets').

i) Non-current assets (or disposal groups) classified as held for sale/distribution to owner

Non-current assets (or disposal groups) held for sale/ distribution to owner are recognised at the lower of carrying amount and fair value less costs to sell, and are disclosed separately from other assets in the Statement of Financial Position. Assets classified as held for distribution are not depreciated or amortised.

Non-current assets held for distribution comprise surplus Crown and freehold land 'held for sale' and buildings to be disposed of by the Department as a distribution to owner.

All Crown land holdings are vested in the Department by the Government. The Department of Lands (DoL) is the only agency with the power to sell Crown land. The Department transfers the Crown land and any attached buildings to DoL when the land becomes available for sale.

The Department has the power to sell freehold land, however cannot retain revenues derived from the sale unless specifically approved for retention by the Treasurer.

j) Leases

- i. Finance lease rights and obligations are initially recognised, at the commencement of the lease term, as assets and liabilities equal in amount to the fair value of the leased item or, if lower, the present value of the minimum lease payments, determined at the inception of the lease. The assets are disclosed as plant, equipment and vehicles under lease, and are depreciated over the period during which the Department is expected to benefit from their use. Minimum lease payments are apportioned between the finance charge and the reduction of the outstanding lease liability, according to the interest rate implicit in the lease.

Operating leases (as described in Note 3 'Operating lease commitments') are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased properties.

The Department has entered into a number of operating lease arrangements for the rent of buildings and other assets where the lessor effectively retains all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Comprehensive Income over the lease term, as this is representative of the pattern of benefits to be derived from the leased property.

- ii. **Public Private Partnerships**

The State Government has partnered with a single Project Company to design, build, finance and maintain four new primary schools and four secondary schools to open progressively from 2017 to 2020, with a subsequent maintenance period ending in December 2047.

Schools are designed, constructed and made available to the Department, upon commercial acceptance (CA). The Project Company is to provide, over the duration of the term, agreed facilities management services, maintenance and refurbishment of the schools.

At the end of the term, the Project Company is to hand over the schools to the Department in a well maintained condition, for nil consideration.

These Public Private Partnership (PPP) schools are recognised by the Department as a leased asset with a finance lease liability on achievement of CA of each phase of each school. The Department takes control of the school upon CA and provides school activities, including educational services and administration.

The Department makes Quarterly Service Payments (QSP) over the term comprising repayment of design and construction costs and maintenance and service payments. The payment of the QSP will result in a reduction of the finance lease liability over time.

The PPP schools will be depreciated in accordance with the buildings' useful lives and will be subject to annual revaluation consistent with other school buildings.

k) Financial Instruments

In addition to cash, the Department has two categories of financial instruments: loans and receivables; and financial liabilities measured at amortised cost.

Financial instruments have been disaggregated into the following classes:

Financial Assets

- School bank accounts
- Cash and cash equivalents
- Restricted cash and cash equivalents
- Receivables
- Term deposits
- Amounts receivable for services

Financial Liabilities

- Payables
- Finance lease liabilities
- Other liabilities

Initial recognition and measurement of financial instruments is at fair value which normally equates to the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method.

The fair value of short term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

l) Cash and cash equivalents

For the purpose of the Statement of Cash flows, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash, and which are subject to insignificant risk of changes in value.

m) Accrued salaries

Accrued salaries (see Note 31 'Payables') represent the amount due to staff but unpaid at the end of the reporting period. Accrued salaries are settled within a fortnight of the reporting period end. The Department considers the carrying amount of accrued salaries to be equivalent to its fair value.

The accrued salaries suspense account (See Note 20 'Restricted cash and cash equivalents') consists of amounts paid annually, from Departmental appropriations for salaries expense, into a suspense account to meet the additional cash outflow for employee salary payments in reporting periods with 27 pay days instead of the normal 26. No interest is received on this account.

n) Amounts receivable for services (holding account)

The Department receives income from the State Government partly in cash and partly as an asset (holding account receivable). The holding account receivable balance, resulting from service appropriation funding, is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement (see Note 18 'Income from State Government' and Note 21 'Amounts receivable for services - holding account').

o) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis.

Inventories not held for resale are valued at cost unless they are not required, in which case they are valued at net realisable value (see Note 22 'Inventories').

p) Receivables

Receivables are recognised and carried at original invoice amount less any allowance for uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Department will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days (see Note 2(k) 'Financial instruments' and Note 23 'Receivables').

q) Payables

Payables are recognised at the amounts payable when the Department becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as settlement is generally within 30 days (see Note 2(k) 'Financial instruments' and Note 31 'Payables').

r) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period (see Note 33 'Provisions').

i. Provisions - employee benefits

All annual leave and long service leave provisions are in respect of employees' services up to the end of the reporting period.

Annual leave

Annual leave that is not expected to be settled wholly within 12 months after the end of the reporting period is considered to be 'other long-term employee benefits'. The annual leave liability is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

The provision for annual leave is classified as a current liability as the Department does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

Entitlement to payment during student vacation

Entitlement to payment during student vacation is paid during the student vacation period for most school based staff employed under the Teachers Award, Teachers' Aides' Award and Education Department Ministerial Officer's Salaries and Allowances and Conditions Award, subject to meeting relevant conditions of the Award (including teachers, education assistants and some administration and school support staff).

The entitlement to payment during student vacation is used during the school vacations, leaving no balance at the end of the summer holidays (i.e. zero balance when school resumes at the start of each calendar year). As at financial year end, the Department recognises a liability for the entitlement to payment during student vacation accrued during the current calendar school year (accrued daily) and not yet taken as at 30 June.

Long service leave

A liability for long service leave is recognised across all employees using a short-hand approach which allows for the likelihood of payment, salary increases and a discount rate based on remuneration rates and bond yields current as at the end of the reporting period.

The short-hand approach was developed by PricewaterhouseCoopers actuaries on the basis that the liability measured using the short-hand approach was not materially different from the liability determined using the present value of expected future payments. This calculation is consistent with the Department's experience of employee retention and leave utilisation.

All long service leave provisions which are unconditional or expected to become unconditional within 12 months of the reporting date, plus all conditional long service leave provisions which are vested (i.e. the employee has met the age (55) or other criteria which allows early access) or will become vested within 12 months of the reporting date are classified as current liabilities. The remaining long service leave provisions are classified as non-current liabilities because the Department has an unconditional right to defer the settlement of the liability until the employee has completed the requisite criteria (e.g. age or years of service).

Deferred leave

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund up to an additional 12 months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a current provision as employees can leave the scheme at their discretion at any time.

Remote Teaching Service leave

The provision for Remote Teaching Service leave relates to teaching staff who are working in remote and isolated communities within Western Australia. Employees who stay in the same remote location continuously for three years are entitled to an additional 10 weeks paid leave and those who remain in the same remote location continuously for four years are entitled to an additional 22 weeks paid leave. The provision recognises the value of salary set aside for employees. This liability is measured on the same basis as long service leave.

Superannuation

The Government Employees Superannuation Board (GESB) and other fund providers administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for public sector employees varies according to commencement and implementation dates.

Eligible employees contribute to the Pension Scheme, a defined benefit pension scheme closed to new members since 1987, or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme closed to new members since 1995.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing members of the WSS or GESBS and new employees became able to choose their preferred superannuation fund provider. The Department makes contributions to GESB or other funds on behalf of employees in compliance with the Australian Government's *Superannuation Guarantee (Administration) Act 1992*. Contributions to these accumulation schemes extinguish the Department's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

The GSS is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the Department to GESB extinguishes the agency's obligations to the related superannuation liability.

The Department has no liabilities under the Pension Scheme or the GSS. The liabilities for the unfunded Pension Scheme and the unfunded GSS transfer benefits, attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS obligations are funded by concurrent contributions made by the Department to the GESB.

The GESB makes all benefit payments in respect of the Pension Scheme and GSS, and is recouped from the Treasurer for the employer's share.

ii. [Provisions - other](#)

[Employment on-costs](#)

From 1 July 2014 the Department ceased accruing employment on-costs, including workers' compensation insurance. There is no present obligation to pay these costs on annual leave or long service leave.

s) [Superannuation expense](#)

The superannuation expense is recognised in the Statement of Comprehensive Income and comprises employer contributions paid to the GSS (concurrent contributions), the WSS, the GESBS, or other superannuation funds.

The employer contribution paid to the GESB in respect of the GSS is paid back into the Consolidated Account by the GESB.

t) [Assets and services received free of charge or for nominal value](#)

Assets or services received free of charge or for nominal cost, that the Department would otherwise purchase if not donated, are recognised as income at the fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.

Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

u) [Comparative figures](#)

Comparative figures are, where appropriate, reclassified to be comparable with the figures presented in the current financial year.

v) [Amalgamation of accounts](#)

Financial information from 827 educational sites including 802 schools are amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances between the Department and educational sites are eliminated.

w) [Borrowing costs](#)

Borrowing costs are expensed when incurred.

NOTE 3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The Department evaluates these judgements regularly.

Operating lease commitments

The Department has entered into a number of leases for buildings for branch office accommodation. Some of these leases relate to buildings of a temporary nature and it has been determined that the lessor retains substantially all the risks and rewards incidental to ownership. Accordingly, these leases have been classified as operating leases.

NOTE 4. KEY SOURCES OF ESTIMATION UNCERTAINTY

Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

Valuation of building sub-classes (school infrastructure)

The Department recognises building sub-classes (school infrastructure) comprising roads, footpaths and paved areas; boundary walls, fencing and gates; soft landscaping and external services from an independent quantity surveyor as determined by the Department's valuer. Currently the value for each sub-class is determined by applying the appropriate disclosed rate per square metre to the gross floor area of the individual school. An appropriate unit rate per square metre is determined by the Department's valuer using, but not limited to such information as building periodicals, Departmental data and analysis of tender results from Department of Finance - Building Management and Works. When determining depreciated replacement cost the effective age for the school buildings is currently used. The carrying amounts of the building sub-classes (school infrastructure) to be included in the 2016-17 financial statements is \$1.583 billion. This is within the total buildings of \$6.956 billion.

The interest rate used to estimate the value of assets and liabilities under the PPP arrangement is 6.9%.

Impairment of intangible assets with indefinite useful lives

Central office, regional offices and schools assess impairment of intangible assets at the end of each reporting period. The impact of impairment of intangible assets in schools is minimal. Where there is an indication of impairment (such as falling replacement costs), the recoverable amount (depreciated replacement cost) of the intangible asset is estimated. Calculations performed in assessing recoverable amounts incorporate a number of key estimates.

Provisions

In the calculations for provisions, several estimates are made. These include future salary rates and discount rates used. The liability for long service leave is measured at the present value of amounts expected to be paid when liabilities are settled. The assessment of future payments is based on estimated retention rates and remuneration levels and discounted using current market yields on national government bonds with maturity dates that match the estimated future cash outflows.

NOTE 5. DISCLOSURE OF CHANGES IN ACCOUNTING POLICY AND ESTIMATES

a) Initial application of an Australian Accounting Standard

The Department has applied the following Australian Accounting Standards effective, or adopted, for annual reporting periods beginning on or after 1 July 2016 that impacted on the Department.

| | |
|-------------|--|
| AASB 1057 | <i>Application of Australian Accounting Standards</i> This Standard lists the application paragraphs for each other Standard (and Interpretation), grouped where they are the same. There is no financial impact. |
| AASB 2014-4 | <i>Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & 138]</i> The adoption of this Standard has no financial impact for the Department as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits. |
| AASB 2015-1 | <i>Amendments to Australian Accounting Standards - Annual Improvements to Australian Accounting Standards 2012-2014 Cycle [AASB 1, 2, 3, 5, 7, 11, 110, 119, 121, 133, 134, 137 & 140]</i> These amendments arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012-2014 Cycle in September 2014, and editorial corrections. The Department has determined that the application of the Standard has no financial impact. |
| AASB 2015-2 | <i>Amendments to Australian Accounting Standards - Disclosure Initiative: Amendments to AASB 101 [AASB 7, 101, 134 & 1049]</i> This Standard amends AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. Specifically, the Standard proposes narrow-focus amendments to address some of the concerns expressed about existing presentation and disclosure requirements and to ensure entities are able to use judgement when applying a Standard in determining what information to disclose in their financial statements. There is no financial impact. |
| AASB 2015-6 | <i>Amendments to Australian Accounting Standards - Extending Related Party Disclosures to Not-for-Profit Public Sector Entities [AASB 10, 124 & 1049]</i> The amendments extend the scope of AASB 124 to include application by not-for-profit public sector entities. Implementation guidance is included to assist application of the Standard by not-for-profit public sector entities. There is no financial impact. |

b) Future impact of Australian Accounting Standards not yet operative

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 Application of Australian Accounting Standards and Other Pronouncements or by an exemption from TI 1101. Where applicable, the Department plans to apply the following Australian Accounting Standards from their application date.

| | | |
|--------|--|--|
| AASB 9 | <i>Financial Instruments</i> This Standard supersedes AASB 139 Financial Instruments: Recognition and Measurement, introducing a number of changes to accounting treatments. The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6, AASB 2013-9 and AASB 2014-1 Amendments to Australian Accounting Standards. The Department has not yet determined the application or the potential impact of the Standard. | Operative for reporting periods beginning on/after 1 Jan 2018 |
|--------|--|--|

| | | |
|-------------|---|------------|
| AASB 15 | <p><i>Revenue from Contracts with Customers</i></p> <p>This Standard establishes the principles that the Department shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from a contract with a customer.</p> <p>The Department's income is principally derived from appropriations which will be measured under AASB 1058 Income of Not-for-Profit Entities and will be unaffected by this change. However, the Department has not yet determined the potential impact of the Standard on 'Australian Government grants', 'User charges and fees' and 'Other' revenues. In broad terms, it is anticipated that the terms and conditions attached to these revenues will defer revenue recognition until the Department has discharged its performance obligations.</p> | |
| AASB 16 | <p><i>Leases</i></p> <p>This Standard introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value.</p> <p>Whilst the impact of AASB 16 has not yet been quantified, the entity currently has operating lease commitments for \$40.36 million. The Department anticipates most of this amount will be brought onto the statement of financial position, excepting amounts pertinent to short-term or low-value leases. Interest and amortisation expense will increase and rental expense will decrease.</p> | 1 Jan 2019 |
| AASB 1058 | <p><i>Income of Not-for-Profit Entities</i></p> <p>This Standard clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, more closely reflecting the economic reality of NFP entity transactions that are not contracts with customers. Timing of income recognition is dependent on whether such a transaction gives rise to a liability, a performance obligation (a promise to transfer a good or service), or, an obligation to acquire an asset. The Department has not yet determined the application or the potential impact of the Standard.</p> | 1 Jan 2019 |
| AASB 2010-7 | <p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Int 2, 5, 10, 12, 19 & 127]</i></p> <p>This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010.</p> <p>The mandatory application date of this Standard has been amended by AASB 2012-6 and AASB 2014-1 to 1 January 2018. The Department has not yet determined the application or the potential impact of the Standard.</p> | 1 Jan 2018 |
| AASB 2014-1 | <p><i>Amendments to Australian Accounting Standards</i></p> <p>Part E of this Standard makes amendments to AASB 9 and consequential amendments to other Standards. It has not yet been assessed by the Department to determine the application or potential impact of the Standard.</p> | 1 Jan 2018 |
| AASB 2014-5 | <p><i>Amendments to Australian Accounting Standards arising from AASB 15</i></p> <p>This Standard gives effect to consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 15. The mandatory application date of this Standard has been amended by AASB 2015-8 to 1 January 2018. The Department has not yet determined the application or the potential impact of the Standard.</p> | 1 Jan 2018 |
| AASB 2014-7 | <p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)</i></p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 9 (December 2014). The Department has not yet determined the application or the potential impact of the Standard.</p> | 1 Jan 2018 |

| | | |
|-------------|---|------------|
| AASB 2015-8 | <p><i>Amendments to Australian Accounting Standards – Effective Date of AASB 15</i></p> <p>This Standard amends the mandatory effective date (application date) of AASB 15 Revenue from Contracts with Customers so that AASB 15 is required to be applied for annual reporting periods beginning on or after 1 January 2018 instead of 1 January 2017. For Not-For-Profit entities, the mandatory effective date has subsequently been amended to 1 January 2019 by AASB 2016-7. The Department has not yet determined the application or the potential impact of AASB 15.</p> | 1 Jan 2019 |
| AASB 2016-2 | <p><i>Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107</i></p> <p>This Standard amends AASB 107 Statement of Cash Flows (August 2015) to require disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. There is no financial impact.</p> | 1 Jan 2017 |
| AASB 2016-3 | <p><i>Amendments to Australian Accounting Standards – Clarifications to AASB 15</i></p> <p>This Standard clarifies identifying performance obligations, principal versus agent considerations, timing of recognising revenue from granting a licence, and, provides further transitional provisions to AASB 15. The Department has not yet determined the application or the potential impact.</p> | 1 Jan 2018 |
| AASB 2016-4 | <p><i>Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities</i></p> <p>This Standard clarifies that the recoverable amount of primarily non-cash-generating assets of not-for-profit entities, which are typically specialised in nature and held for continuing use of their service capacity, is expected to be materially the same as fair value determined under AASB 13 Fair Value Measurement. The Department has not yet determined the application or the potential impact.</p> | 1 Jan 2017 |
| AASB 2016-7 | <p><i>Amendments to Australian Accounting Standards – Deferral of AASB 15 for Not-for-Profit Entities</i></p> <p>This Standard amends the mandatory effective date (application date) of AASB 15 and defers the consequential amendments that were originally set out in AASB 2014-5 Amendments to Australian Accounting Standards arising from AASB 15 for not-for-profit entities to annual reporting periods beginning on or after 1 January 2019, instead of 1 January 2018. There is no financial impact.</p> | 1 Jan 2017 |
| AASB 2016-8 | <p><i>Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities</i></p> <p>This Standard inserts Australian requirements and authoritative implementation guidance for not-for-profit entities into AASB 9 and AASB 15. This guidance assists not-for-profit entities in applying those Standards to particular transactions and other events. There is no financial impact.</p> | 1 Jan 2019 |

NOTE 6. EMPLOYEE BENEFITS EXPENSE

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| Salaries and allowances ^(a) | 3 279 450 | 3 093 210 |
| Superannuation ^(b) | 324 661 | 307 886 |
| Other employee-related expense ^(c) | 56 065 | 68 768 |
| Total employee benefits expense | 3 660 176 | 3 469 864 |

(a) Includes the value of leave entitlements movement.

(b) Defined contribution plans include GESB West State \$268.6 million (2015-16: \$250.4 million), GESB Gold State \$44.0 million (2015-16: \$47.1 million) and other superannuation funds (contributions paid) and includes the superannuation contribution component relating to leave movement.

(c) Includes furniture (staff relocation costs), Department net GROH contributions and fringe benefits tax.

Employment on-costs expenses, such as workers' compensation insurance are included in Note 8 'Supplies and Services'.

NOTE 7. COMPENSATION OF KEY MANAGEMENT PERSONNEL

The Department has determined that key management personnel include Ministers and senior officers of the Department. However, the Department is not obligated to compensate Ministers and therefore disclosures in relation to Ministers' compensation may be found in the Annual Report on State Finances.

Total compensation for senior officers of the Department for the reporting period are presented within the following bands:

| | 2016-17 | 2015-16 |
|------------------------|---------|---------|
| Compensation Band (\$) | | |
| \$580 001 - \$590 000 | 1 | - |
| \$550 001 - \$560 000 | - | 1 |
| \$330 001 - \$340 000 | 1 | 1 |
| \$300 001 - \$310 000 | 1 | - |
| \$280 001 - \$290 000 | - | 1* |
| \$270 001 - \$280 000 | 1 | - |
| \$260 001 - \$270 000 | 1 | 1 |
| \$250 001 - \$260 000 | 1 | 2 |
| \$240 001 - \$250 000 | 1 | 3 |
| \$230 001 - \$240 000 | 1 | 2 |
| \$220 001 - \$230 000 | 1 | 2 |
| \$210 001 - \$220 000 | 7 | 3* |
| \$200 001 - \$210 000 | - | 1 |
| \$190 001 - \$200 000 | 2 | - |
| \$180 001 - \$190 000 | - | 1 |
| \$140 001 - \$150 000 | - | 2* |
| \$130 001 - \$140 000 | 1* | 1* |
| \$120 001 - \$130 000 | - | 1* |
| \$110 001 - \$120 000 | 1* | - |
| \$100 001 - \$110 000 | 2* | 1* |
| \$90 001 - \$100 000 | - | 1* |
| \$80 001 - \$90 000 | - | 1* |
| \$70 001 - \$80 000 | - | 1* |

*Includes senior officers where period of service is less than 12 months.

| | \$'000 | \$'000 |
|--|--------------|--------------|
| Short term employee benefits | 4 832 | 5 132 |
| Post employment benefits | 473 | 518 |
| Other long term benefits | (236) | (131) |
| Termination benefits | - | - |
| Total compensation of senior officers | 5 069 | 5 519 |

NOTE 8. SUPPLIES AND SERVICES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| Communication services | 24 510 | 26 581 |
| Consumables | 2 497 | 2 161 |
| Consumables - utilities | 70 349 | 66 722 |
| Equipment purchases (\$4 999 and below) | 3 437 | 30 103 |
| Insurance | 74 221 | 76 935 |
| Minor works | 36 590 | 104 199 |
| PPP - School maintenance costs | 2 554 | - |
| Repairs and maintenance | 114 671 | 109 920 |
| Service and contracts | 124 109 | 143 665 |
| Service and contracts - property ^(a) | 33 110 | 34 956 |
| Staff-related expense | 3 986 | 5 074 |
| Travel | 5 288 | 5 897 |
| Other - schools | 352 221 | 348 669 |
| Other | 2 627 | 5 939 |
| Total supplies and services expenses | 850 170 | 960 821 |

(a) Lease rental payments to the Department of Finance \$1.6 million (2015-16: \$1.9 million)

NOTE 9. DEPRECIATION AND AMORTISATION EXPENSE

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Depreciation</u> | | |
| Buildings | 150 504 | 149 414 |
| Plant and equipment | 5 669 | 6 171 |
| Motor vehicles | 631 | 584 |
| Buses | 1 793 | 1 901 |
| Computers | 2 603 | 2 615 |
| Communication equipment | 628 | 699 |
| Office equipment | 3 367 | 3 454 |
| Library collections | 9 758 | 8 775 |
| Miscellaneous assets | 627 | 614 |
| Leased buildings PPP | 609 | - |
| Leased plant and equipment | 7 | 14 |
| Leased office equipment | 14 533 | 14 232 |
| Leased buses | 80 | 80 |
| Leased motor vehicles | 161 | 161 |
| Total depreciation | 190 970 | 188 714 |
| <u>Amortisation</u> | | |
| Intangible assets | 259 | 935 |
| Total amortisation | 259 | 935 |
| Total depreciation and amortisation | 191 229 | 189 649 |

NOTE 10. GRANTS AND SUBSIDIES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Recurrent</u> | | |
| Parents from Government schools | 1 304 | 1 189 |
| Non-government schools and other organisations | 44 902 | 37 568 |
| Total grants and subsidies | 46 206 | 38 757 |

NOTE 11. FINANCE COSTS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|-------------------------------------|-------------------|-------------------|
| Finance lease charges | 695 | 887 |
| Finance lease charges PPP | 3 051 | - |
| Total finance costs expensed | 3 746 | 887 |

NOTE 12. OTHER EXPENSES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| Loss on disposal of non-current assets ^(a) | 5 435 | 6 703 |
| Loss from fires | - | 290 |
| Refund of prior period revenue | 877 | 127 |
| Other expenses | 1 847 | 1 702 |
| Total other expenses | 8 159 | 8 822 |

(a) Please refer to Note 13 'Net Loss on Disposal of Non-Current Assets' for detailed breakdown.

NOTE 13. NET LOSS ON DISPOSAL OF NON-CURRENT ASSETS

| | 2016-17 | 2015-16 |
|---|--------------|--------------|
| | \$'000 | \$'000 |
| <u>Costs of disposal of non-current assets</u> | | |
| Buildings ^(a) | 3 214 | 1 162 |
| Plant and equipment | 673 | 2 689 |
| Motor vehicles | 132 | 146 |
| Buses | 24 | 138 |
| Computers | 432 | 805 |
| Communication equipment | 96 | 777 |
| Office equipment | 391 | 737 |
| Library collections | 160 | 176 |
| Miscellaneous assets | 415 | 298 |
| | 5 537 | 6 928 |
| <u>Proceeds from disposal of non-current assets</u> | | |
| Plant and equipment | 47 | 128 |
| Motor Vehicles | 5 | 6 |
| Buses | 1 | 5 |
| Computers | 16 | 31 |
| Communication equipment | 4 | 9 |
| Office equipment | 13 | 26 |
| Library collections | 6 | 6 |
| Miscellaneous assets | 10 | 14 |
| | 102 | 225 |
| Net loss | 5 435 | 6 703 |

(a) Refer to Note 12 'Other Expenses'

NOTE 14. RELATED PARTY TRANSACTIONS

The Department is a wholly owned and controlled entity of the State of Western Australia. In conducting its activities, the Department is required to pay various taxes and levies based on the standard terms and conditions that apply to all tax and levy payers to the State and entities related to State.

Related parties of the department include:

- all Ministers and their close family members, and their controlled or jointly controlled entities;
- all senior officers and their close family members, and their controlled or jointly controlled entities;
- other departments and public sector entities, including related bodies included in the whole of government consolidated financial statements;
- associates and joint ventures, that are included in the whole of government consolidated financial statements; and
- the Government Employees Superannuation Board (GESB).

Significant transactions with government related entities

Significant transactions include:

- service appropriations (Note 18);
- capital appropriations (Note 35);
- services received free of charge from other State government agencies (Note 18);
- Royalties for Regions Fund (Note 18);
- superannuation payments to GESB (Note 6); and
- lease rentals payments to the Department of Finance (Note 8);
- insurance payments to the Insurance Commission and RiskCover fund (Note 8); and
- remuneration for services provided by the Auditor General (Note 40).
- commitments for future lease payments to the Department of Finance (Note 38)

Material transactions with related parties

The Department had no material related party transaction with Ministers/senior officers or their close family members or their controlled (or jointly controlled) entities for disclosure.

NOTE 15. USER CONTRIBUTIONS, CHARGES AND FEES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| Schools | | |
| Contributions, charges and fees | 110 506 | 102 338 |
| | 110 506 | 102 338 |
| Central Office | | |
| Agricultural schools fees | 3 988 | 3 986 |
| Other charges and fees | 4 968 | 4 597 |
| | 8 956 | 8 583 |
| Total user contributions, charges and fees | 119 462 | 110 921 |

NOTE 16. OTHER REVENUE

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Schools</u> | | |
| Bookshops and canteens | 4 889 | 5 425 |
| Donations to schools ^(a) | 32 099 | 18 220 |
| Hire of facilities | 7 999 | 7 166 |
| Other revenue | 20 578 | 20 265 |
| Total other revenue - Schools | 65 565 | 51 076 |
| <u>Central office</u> | | |
| <u>Capital contributions and recoveries</u> | | |
| Developer contributions | 4 980 | 7 868 |
| Other revenue - Insurance recoveries | 4 761 | 18 |
| | 9 741 | 7 886 |
| <u>Other</u> | | |
| Recoveries and refunds | 27 898 | 9 479 |
| Sale of goods and services | 15 550 | 13 760 |
| Other miscellaneous revenue | 5 388 | 4 728 |
| | 48 836 | 27 967 |
| Total other revenue - Central office | 58 577 | 35 853 |
| Total other revenue | 124 142 | 86 929 |

(a) In prior years, \$12.9 million of donated assets were incorrectly recorded as a liability. This has been corrected in the current year. See Note 34.

NOTE 17. AUSTRALIAN GOVERNMENT GRANTS AND CONTRIBUTIONS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Central office</u> | | |
| Australian Government grants - recurrent | 677 118 | 631 473 |
| Australian Government grants - capital | - | 12 598 |
| | 677 118 | 644 071 |
| <u>Schools</u> | | |
| Australian Government grants - recurrent | 1 292 | 2 507 |
| | 1 292 | 2 507 |
| Total Australian Government grants and contributions | 678 410 | 646 578 |

Undischarged grants

The Department of Education receives Australian Government grants on the condition that the money shall be expended in a particular manner. Grants which are yet to be fully spent as at the end of the reporting period do not constitute a liability but do require disclosure. Australian Government grants yet to be fully spent at 30 June 2017 total \$26.04 million (\$26.04 million at 30 June 2016) comprising the following:

| | | |
|-------------------------------------|---------------|---------------|
| <u>Recurrent</u> | | |
| - COAG National Partnership Program | 14 556 | 9 106 |
| - Indigenous Advance Strategy | 78 | 457 |
| - Special Project Grants | 1 685 | 1 064 |
| - Indian Ocean Territories | 971 | 645 |
| | 17 290 | 11 272 |
| <u>Capital</u> | | |
| - Trade Training Centres in Schools | 1 164 | 4 014 |
| - Students with disabilities | 2 777 | - |
| - Universal Access | 4 808 | 11 790 |
| | 8 749 | 15 804 |
| Total undischarged grants | 26 039 | 27 076 |

NOTE 18. INCOME FROM STATE GOVERNMENT

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Appropriation received during the period:</u> | | |
| Service appropriation ^(a) | 3 918 931 | 3 861 288 |
| | 3 918 931 | 3 861 288 |
| <u>Grants and subsidies received during the period:^(b)</u> | | |
| State grants - recurrent | 7 248 | 6 921 |
| | 7 248 | 6 921 |
| <u>Services received free of charge from other State government agencies during the period:</u> | | |
| Department of Finance | 126 | 576 |
| Landgate | 202 | 216 |
| Department of Local of Government and Communities | 26 | 57 |
| Department of Finance – Building Management and Works | - | 18 465 |
| Department of the Attorney General - State Solicitor's Office | 485 | 401 |
| Department of Culture and the Arts | 1 | 2 |
| Child and Adolescent Health Service | 12 230 | - |
| Department of Health | 237 | 10 711 |
| | 13 307 | 30 428 |
| <u>Royalties for Regions Fund:</u> | | |
| Regional infrastructure and headworks account ^(c) | 5 835 | 9 265 |
| | 5 835 | 9 265 |
| | 3 945 321 | 3 907 902 |

- (a) Service appropriations fund the net costs of services delivered. Appropriations revenue comprise a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year.
- (b) Discretionary transfers of assets (including grants) and liabilities between State Government agencies are reported under Income from State Government. Transfers of assets and liabilities in relation to a restructure of administrative arrangements are recognised as distribution to owners by the transferor and contribution by owners by the transferee under AASB 1004 in respect of net assets transferred. Other non-discretionary non-reciprocal transfers of assets and liabilities designated as contributions by owners under TI 955 are also recognised directly to equity.
- (c) This is a sub-fund within the overarching 'Royalties for Regions Fund'. The recurrent funds are committed to projects and programs in WA regional areas.

Undischarged Royalties for Regions funds

The Department of Education receives Royalties for Regions funds on the condition that the money shall be expended in a particular manner. Funds which are yet to be fully spent as at the end of the reporting period do not constitute a liability. Royalties for Regions funds yet to be fully spent at 30 June 2017 total -\$5.617 million (\$12.266 million at 30 June 2016) comprise the following:

Recurrent

| | | |
|-------------------------|-----------|------------|
| Boarding Away From Home | - | 272 |
| Pilbara Cities | 26 | 383 |
| | 26 | 655 |

Capital

| | | |
|--|----------------|---------------|
| Kalgoorlie-Boulder Community High School - Redevelopment | (4 434) | 7 464 |
| Carnarvon Community College - Stage 2 | (1 209) | - |
| Regional Schools Plans | - | 4 147 |
| | (5 643) | 11 611 |
| | (5 617) | 12 266 |

NOTE 19. CASH AND CASH EQUIVALENTS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Schools</u> | | |
| Bank accounts | 373 402 | 399 568 |
| Cash on hand | 218 | 227 |
| | 373 620 | 399 795 |
| <u>Central office</u> | | |
| Operating bank account | 177 925 | 275 203 |
| Cash held in regional office bank accounts | - | 19 |
| Cash on hand and advances | 1 | 166 |
| | 177 926 | 275 388 |
| Total cash and cash equivalents | 551 546 | 675 183 |

NOTE 20. RESTRICTED CASH AND CASH EQUIVALENTS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Current</u> | | |
| Grants accounts ^(a) | 26 040 | 15 466 |
| Royalties for Regions Fund | (5 617) | 12 266 |
| | 20 423 | 27 732 |
| <u>Non-current</u> | | |
| Accrued salaries suspense account (27th pay) ^(b) | 13 039 | - |
| | 13 039 | - |
| Total restricted cash and cash equivalents | 33 462 | 27 732 |

- (a) Unspent cash balances relating to Australian Government grants and state funding, which can only be used for the purpose stipulated by the grant or funding arrangement.
- (b) Funds held in the suspense account for the purpose of meeting the 27th pay in a reporting period that occurs every 11th year.

NOTE 21. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)

| | 2016-17 \$'000 | 2015-16 \$'000 |
|-------------|-------------------|-------------------|
| Current | 21 293 | 45 285 |
| Non-current | 2 494 355 | 2 321 230 |
| | 2 515 648 | 2 366 515 |

Represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

NOTE 22. INVENTORIES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Current</u> | | |
| Inventories held for resale: | | |
| School canteens, publications and bookshops stocks (at cost) | 2 682 | 2 508 |
| Livestock and farm produce (at cost) | 3 965 | 3 630 |
| | 6 647 | 6 138 |

NOTE 23. RECEIVABLES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Current</u> | | |
| Receivables | 27 721 | 25 722 |
| Allowance for impairment of receivables | (892) | (937) |
| GST receivable | 13 223 | 18 208 |
| | 40 052 | 42 993 |
| <u>Reconciliation of changes in the allowance for impairment of receivables:</u> | | |
| Balance at start of period | 937 | 2 286 |
| Doubtful debts expense written off during the period | 1 847 | 1 702 |
| Receivables written off during the period as uncollectable | (1 892) | (3 051) |
| Balance at end of period | 892 | 937 |

The Department does not hold any collateral or other credit enhancements as security for receivables.

NOTE 24. OTHER CURRENT ASSETS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|----------------|-------------------|-------------------|
| <u>Current</u> | | |
| Prepayments | 8 807 | 8 265 |
| | 8 807 | 8 265 |

NOTE 25. NON-CURRENT ASSETS CLASSIFIED AS HELD FOR DISTRIBUTION TO OWNER

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Opening balance</u> | | |
| Land and buildings | 769 | 769 |
| Less write-down from cost to fair value less selling costs | - | - |
| | 769 | 769 |
| <u>Add: Assets reclassified as held for distribution</u> | | |
| Land and buildings ^(a) | 8 170 | 522 |
| Less write-down from cost to fair value less selling costs | - | - |
| | 8 170 | 522 |
| <u>Total assets classified as held for distribution</u> | | |
| Land and buildings | 8 939 | 1 291 |
| Less write-down from cost to fair value less selling costs | - | - |
| | 8 939 | 1 291 |
| <u>Less: Assets distributed to owner</u> | | |
| Land and buildings ^(b) | 8 170 | 522 |
| Less write-down from cost to fair value less selling costs | - | - |
| | 8 170 | 522 |
| <u>Less: Assets reclassified as non-current assets</u> | | |
| Land and buildings | - | - |
| Less write-down from cost to fair value less selling costs | - | - |
| | - | - |
| <u>Closing balance</u> | | |
| Land and buildings | 769 | 769 |
| Less write-down from cost to fair value less selling costs | - | - |
| | 769 | 769 |

- (a) In 2016-17 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$8.17 million were transferred to land and buildings held for distribution to owner:
 Koombana Primary School \$3.05 million
 Onslow District High School \$5.12 million
- (b) In 2016-17 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$8.17 million were distributed to owner:
 Koombana Primary School \$3.05 million
 Onslow District High School \$5.12 million

NOTE 26. PROPERTY PLANT AND EQUIPMENT

| | 2016-17 \$'000 | 2015-16 \$'000 |
|-----------------------------------|-------------------|-------------------|
| <u>Land</u> | | |
| At fair value ^(a) | 3 923 746 | 4 201 495 |
| | 3 923 746 | 4 201 495 |
| <u>Buildings</u> | | |
| At fair value ^{(a)(b)} | 7 003 762 | 7 159 869 |
| Accumulated depreciation | (48 037) | (169 902) |
| | 6 955 725 | 6 989 967 |
| <u>Leased buildings PPP</u> | | |
| At capitalised cost | 83 507 | - |
| Accumulated depreciation | (609) | - |
| | 82 898 | - |
| <u>Plant and equipment</u> | | |
| At cost - Central office | 197 | 156 |
| At cost - schools | 73 988 | 72 049 |
| Accumulated depreciation | (58 460) | (53 577) |
| | 15 725 | 18 628 |
| <u>Leased plant and equipment</u> | | |
| At capitalised cost | 12 | 69 |
| Accumulated depreciation | (5) | (55) |
| | 7 | 14 |
| <u>Motor vehicles</u> | | |
| At cost - schools | 5 578 | 5 319 |
| Accumulated depreciation | (4 646) | (4 178) |
| | 932 | 1 141 |
| <u>Leased motor vehicles</u> | | |
| At capitalised cost | 503 | 604 |
| Accumulated depreciation | (290) | (240) |
| | 213 | 364 |
| <u>Buses</u> | | |
| At cost - schools | 20 130 | 19 664 |
| Accumulated depreciation | (14 317) | (12 516) |
| | 5 813 | 7 148 |
| <u>Leased buses</u> | | |
| At capitalised cost | 584 | 584 |
| Accumulated depreciation | (556) | (476) |
| | 28 | 108 |
| <u>Computers</u> | | |
| At cost - Central office | 5 273 | 4 693 |
| At cost - schools | 19 226 | 17 688 |
| Accumulated depreciation | (18 476) | (17 282) |
| | 6 023 | 5 099 |
| <u>Communication equipment</u> | | |
| At cost - Central office | 391 | 439 |
| At cost - schools | 6 149 | 6 250 |
| Accumulated depreciation | (5 960) | (5 733) |
| | 580 | 956 |

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Office equipment</u> | | |
| At cost - Central office | 902 | 979 |
| At cost - schools | 21 091 | 21 708 |
| Accumulated depreciation | (14 487) | (14 206) |
| | 7 506 | 8 481 |
| <u>Leased office equipment</u> | | |
| At capitalised cost | 50 050 | 53 556 |
| Accumulated depreciation | (28 949) | (28 476) |
| | 21 101 | 25 080 |
| <u>Library collections</u> | | |
| At cost - Central office | 72 | 71 |
| At cost - schools | 90 410 | 81 291 |
| Accumulated depreciation | (54 372) | (44 815) |
| | 36 110 | 36 547 |
| <u>Miscellaneous assets</u> | | |
| At cost - Central office | 943 | 759 |
| At cost - schools | 8 372 | 8 362 |
| Accumulated depreciation | (5 390) | (4 915) |
| | 3 925 | 4 206 |
| <u>Capital works in progress (at cost)</u> | | |
| New primary schools | 19 538 | 1 463 |
| New secondary schools | 39 805 | 57 170 |
| New schools - other (ISWA) | 1 060 | - |
| Building the Education Revolution | - | 2 257 |
| Additions and improvements to high schools | 119 324 | 98 812 |
| Additions and improvements to district high schools | 399 | 1 580 |
| Additions and improvements to primary schools | 25 685 | 26 016 |
| Additions and improvements to education support centres | 993 | 1 032 |
| Indigenous child and family centres/child and parent centres | 1 | 26 |
| Other | 13 | - |
| | 206 818 | 188 356 |
| Total property, plant and equipment | 11 267 150 | 11 487 590 |

- (a) For 2016-17 Land and buildings were revalued as at 1 July 2016 and recognised as at 30 June 2017. For 2015-16 Land and buildings were revalued as at 1 July 2015 and recognised as at 1 July 2015. Information on fair value measurements is provided in Note 2 'Summary of significant accounting policies' and Note 28 'Fair value measurement'
- (b) As reported in Note 4, buildings include \$1.583 billion of school infrastructure.

The Department, as lessor, derives operating lease income from the following assets:

| | | |
|--|---------------|---------------|
| <u>Land</u> | | |
| At fair value ^(a) | 30 308 | 32 797 |
| | 30 308 | 32 797 |
| <u>Buildings</u> | | |
| At fair value ^(a) | 23 179 | 27 699 |
| | 23 179 | 27 699 |
| Total property, plant and equipment | 53 487 | 60 496 |

- (a) The fair value represents the portion of the land and building lease area.

NOTE 27. RECONCILIATION OF PROPERTY PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the tables below.

| | Carrying amount at start of the period | Additions | Disposals | Transferred to land & buildings held for distribution to owner ^(a) | Transferred from land & buildings held for distribution to owner | Transferred to/from works in progress | Revaluation | Impairment losses ^(b) | Depreciation | Transfers/ Adjustments/ Write-offs | Carrying amount at the end of the period |
|----------------------------|--|----------------|----------------|---|--|---------------------------------------|------------------|----------------------------------|------------------|------------------------------------|--|
| | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 |
| 2016-17 | | | | | | | | | | | |
| Land | 4 201 495 | - | - | (8 170) | - | 30 730 | (300 309) | - | - | - | 3 923 746 |
| Buildings | 6 989 967 | 57 048 | (3 214) | - | - | 210 199 | (147 770) | - | (150 504) | (1) | 6 955 725 |
| Leased buildings PPP | | 80 803 | - | - | - | 2 704 | - | - | (609) | - | 82 898 |
| Plant and equipment | 18 628 | 3 730 | (673) | - | - | - | - | - | (5 669) | (291) | 15 725 |
| Leased plant and equipment | 14 | - | - | - | - | - | - | - | (7) | - | 7 |
| Motor vehicles | 1 141 | 585 | (132) | - | - | - | - | - | (631) | (31) | 932 |
| Leased motor vehicles | 364 | 44 | (34) | - | - | - | - | - | (161) | - | 213 |
| Buses | 7 148 | 621 | (24) | - | - | - | - | - | (1 793) | (139) | 5 813 |
| Leased buses | 108 | - | - | - | - | - | - | - | (80) | - | 28 |
| Computers | 5 099 | 4 036 | (432) | - | - | - | - | - | (2 603) | (77) | 6 023 |
| Communication equipment | 956 | 377 | (96) | - | - | - | - | - | (628) | (29) | 580 |
| Office equipment | 8 481 | 2 944 | (391) | - | - | - | - | - | (3 367) | (161) | 7 506 |
| Leased office equipment | 25 080 | 10 692 | (136) | - | - | - | - | - | (14 533) | (2) | 21 101 |
| Library collections | 36 547 | 9 481 | (160) | - | - | - | - | - | (9 758) | - | 36 110 |
| Miscellaneous assets | 4 206 | 616 | (245) | - | - | - | - | - | (627) | (25) | 3 925 |
| Capital works in progress | 188 356 | 262 095 | - | - | - | (243 633) | - | - | - | - | 206 818 |
| Total | 11 487 590 | 433 072 | (5 537) | (8 170) | - | - | (448 079) | - | (190 970) | (756) | 11 267 150 |

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

- (a) The Department of Land (DoL) is the only agency with the power to sell Crown Land. The land is transferred to DoL for sale and the Department accounts for the transfer as a distribution to owner.
- (b) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the profit and loss. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income. Information on fair value measurements is provided in Note 28 'Fair value measurement'.

| | Carrying amount at start of the period | Additions | Disposals | Transferred to land & buildings held for distribution to owner ^(a) | Transferred from land & buildings held for distribution to owner | Transferred to/from works in progress | Revaluation | Impairment losses ^(b) | Depreciation | Transfers/ Adjustments/ Write-offs | Carrying amount at the end of the period |
|----------------------------|--|----------------|----------------|---|--|---------------------------------------|--------------------|----------------------------------|------------------|------------------------------------|--|
| | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 |
| 2015-16 | | | | | | | | | | | |
| Land | 3 999 036 | - | - | (522) | - | 17 755 | 185 226 | - | - | - | 4 201 495 |
| Buildings | 9 527 955 | 41 774 | (1 162) | - | - | 271 069 | (2 699 934) | - | (149 414) | (321) | 6 989 967 |
| Leased buildings PPP | - | - | - | - | - | - | - | - | - | - | - |
| Plant and equipment | 24 005 | 3 357 | (2 689) | - | - | - | - | - | (6 171) | 126 | 18 628 |
| Leased plant and equipment | 28 | - | - | - | - | - | - | - | (14) | - | 14 |
| Motor vehicles | 1 754 | 112 | (146) | - | - | - | - | - | (584) | 5 | 1 141 |
| Leased motor vehicles | 482 | 43 | - | - | - | - | - | - | (161) | - | 364 |
| Buses | 6 807 | 2 308 | (138) | - | - | - | - | - | (1 901) | 72 | 7 148 |
| Leased buses | 187 | - | - | - | - | - | - | - | (80) | 1 | 108 |
| Computers | 5 132 | 4 123 | (805) | - | - | - | - | - | (2 615) | (736) | 5 099 |
| Communication equipment | 1 543 | 334 | (777) | - | - | - | - | - | (699) | 555 | 956 |
| Office equipment | 8 967 | 3 669 | (737) | - | - | - | - | - | (3 454) | 36 | 8 481 |
| Leased office equipment | 27 188 | 12 122 | - | - | - | - | - | - | (14 232) | 2 | 25 080 |
| Library collections | 36 570 | 8 918 | (176) | - | - | - | - | - | (8 775) | 10 | 36 547 |
| Miscellaneous assets | 4 566 | 554 | (298) | - | - | - | - | - | (614) | (2) | 4 206 |
| Capital works in progress | 237 042 | 240 106 | - | - | - | (288 824) | - | - | - | 32 | 188 356 |
| Total | 13 881 262 | 317 420 | (6 928) | (522) | - | - | (2 514 708) | - | (188 714) | (220) | 11 487 590 |

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

- (a) The Department of Land (DoL) is the only agency with the power to sell Crown Land. The land is transferred to DoL for sale and the Department accounts for the transfer as a distribution to owner.
- (b) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the profit and loss. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income.

Information on fair value measurements is provided in Note 28 'Fair value measurement'.

NOTE 28. FAIR VALUE MEASUREMENTS

| | Level 1 | Level 2 | Level 3 | Fair value at end of period |
|---|---------|---------|-------------------|-----------------------------|
| | \$'000 | \$'000 | \$'000 | \$'000 |
| Assets measured at fair value | | | | |
| 2016–17 | | | | |
| Non-current assets classified as held for distribution to owner (Note 25) | - | - | 769 | 769 |
| Land (Note 26) | - | - | 3 923 746 | 3 923 746 |
| Buildings (Note 26)* | - | - | 6 955 725 | 6 955 725 |
| | - | - | 10 880 240 | 10 880 240 |
| Assets measured at fair value | | | | |
| 2015–16 | | | | |
| Non-current assets classified as held for distribution to owner (Note 25) | - | - | 769 | 769 |
| Land (Note 26) | - | - | 4 201 495 | 4 201 495 |
| Buildings (Note 26) | - | - | 6 989 967 | 6 989 967 |
| | - | - | 11 192 231 | 11 192 231 |

* Included within buildings is school infrastructure totalling \$1.583 billion. There were no transfers between Levels 1, 2 or 3 during the period.

| | Land | Buildings |
|---|------------------|------------------|
| | \$'000 | \$'000 |
| Fair value measurements using significant unobservable inputs (Level 3) | | |
| 2016–17 | | |
| Fair Value at start of period | 4 201 495 | 6 989 967 |
| Additions | - | 57 048 |
| Transfer from Work in Progress | 30 730 | 210 199 |
| Revaluation increments recognised in Profit and Loss | - | - |
| Revaluation increments recognised in Other Comprehensive Income | (300 309) | (147 770) |
| Transfers to/from held for distribution (within level 3) | (8 170) | - |
| Disposals | - | (3 214) |
| Depreciation expense | - | (150 504) |
| Adjustments | - | (1) |
| Fair Value at end of period | 3 923 746 | 6 955 725 |
| Net loss on disposal of non-current assets under 'Costs of disposal of non-current assets' in Note 13 | - | 3 214 |
| 2015–16 | | |
| Fair Value at start of period | 3 999 036 | 9 527 955 |
| Additions | - | 41 774 |
| Transfer from Work in Progress | 17 755 | 271 069 |
| Revaluation increments recognised in Profit and Loss | - | - |
| Revaluation increments recognised in Other Comprehensive Income | 185 226 | (2 699 934) |
| Transfers to/from held for distribution (within level 3) | (522) | - |
| Disposals | - | (1 162) |
| Depreciation expense | - | (149 414) |
| Adjustments | - | (321) |
| Fair Value at end of period | 4 201 495 | 6 989 967 |
| Net loss on disposal of non-current assets under 'Costs of disposal of non-current assets' in Note 13 | - | (1 162) |

Valuation processes

Commencing from 2015–16, the Department has adopted the school building valuations from Western Australian Land Information Authority (Valuation Services). This is described in Note 2 'Summary of significant accounting policies'. In addition, commencing 2015–16, the Department has reassessed the useful life of school buildings from 50 to 80 years.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer. Transfers are generally limited to assets newly classified as non-current assets held for distribution as Treasurer's instructions require valuations of land, buildings and infrastructure to be categorised within Level 3 where the valuations will utilise significant Level 3 inputs on a recurring basis.

Fair value for existing use specialised buildings including building sub classes

Fair value for existing use specialised buildings is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Depreciated replacement cost is the current replacement cost of an asset less accumulated depreciation calculated on the basis of such cost to reflect the already consumed or expired economic benefit, or obsolescence, and optimisation (where applicable) of the asset. Current replacement cost is generally determined by reference to the market-observable replacement cost of a substitute asset of comparable utility and the gross project size specifications.

Fair value for restricted use land

Fair value for restricted use land is based on comparison with market evidence for land with low level utility (high restricted use land). The relevant comparators of land with low level utility is selected by the Western Australian Land Information Authority (Valuation Services) and represents the application of a significant Level 3 input in this valuation methodology. The fair value measurement is sensitive to values of comparator land, with higher values of comparator land correlating with higher estimated fair values of land.

Significant Level 3 inputs used by the Department are derived and evaluated as follows:

Effective age

The effective age is determined by the Valuation Services for buildings and by the Department's valuer for the building sub classes, after taking into account factors such as planned routine maintenance, building improvements and upgrades.

Selection of land with restricted utility

Fair value for restricted use land is determined by comparison with market evidence for land with low level utility. Relevant comparators of land with low level utility are selected by Valuation Services.

Percentage rate of add-on cost - buildings and building sub-classes

Valuation Services has determined that the costs relating to contingencies, headworks, demolitions costs, professional and project fees are inherent in the building valuations and therefore should not be added to its valuations. This also applies to the building sub-classes.

Average installation costs - transportables

The cost of transportation and connection of services determined by the Quantity Surveyor.

NOTE 29. INTANGIBLE ASSETS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Computer software</u> | | |
| At cost - central office | 6 953 | 8 030 |
| At cost - schools | 54 | 23 |
| Accumulated amortisation | (6 295) | (7 565) |
| | <u>712</u> | <u>488</u> |
| | | |
| Work in progress - Intangible internally generated | 3 545 | 1 629 |
| | <u>4 257</u> | <u>2 117</u> |
| | | |
| Reconciliations: | | |
| <u>Computer software</u> | | |
| Carrying amount at start of period | 489 | 807 |
| | | |
| Additions | 482 | 617 |
| Amortisation expense | (259) | (935) |
| Carrying amount at end of period | <u>712</u> | <u>489</u> |
| | | |
| Work in progress - Intangible internally generated | 3 545 | 1 629 |
| | <u>4 257</u> | <u>2 118</u> |

NOTE 30. IMPAIRMENT OF ASSETS

There were no indicators of impairment to property, plant and equipment or intangible assets at 30 June 2017.

NOTE 31. PAYABLES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Current</u> | | |
| Trade and other payables - central office | 13 175 | 66 783 |
| Trade and other payables - schools | 12 380 | 13 521 |
| Accrued expenses | 73 047 | 48 022 |
| Accrued salaries | 14 181 | 1 705 |
| | <u>112 783</u> | <u>130 031</u> |

NOTE 32. BORROWINGS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Current</u> | | |
| Finance lease liabilities (secured) ^(a) | 12 647 | 14 586 |
| Finance lease liabilities PPP | 849 | - |
| Total current | 13 496 | 14 586 |
| <u>Non-current</u> | | |
| Finance lease liabilities (secured) ^(a) | 12 218 | 15 058 |
| Finance lease liabilities PPP | 79 499 | - |
| Total non-current | 91 717 | 15 058 |
| Total borrowings | 105 213 | 29 644 |

(a) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default

Assets pledged as security

The carrying amounts of non-current assets pledged as security are:

| | | |
|----------------------------|----------------|---------------|
| Leased buildings PPP | 82 898 | - |
| Leased plant and equipment | 7 | 14 |
| Leased office equipment | 21 101 | 25 080 |
| Leased motor vehicles | 213 | 284 |
| Leased buses | 28 | 188 |
| | 104 247 | 25 566 |

NOTE 33. PROVISIONS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Current</u> | | |
| <i>Employee benefits provision</i> | | |
| Annual leave ^(a) | 25 967 | 26 941 |
| Entitlement to payment during student vacation ^(b) | 242 779 | 218 169 |
| Long service leave ^(c) | 260 842 | 343 153 |
| Deferred salary scheme ^(d) | 23 973 | 23 527 |
| Remote teaching service ^(e) | 5 939 | 6 916 |
| | 559 500 | 618 706 |
| <u>Non-current</u> | | |
| <i>Employee benefits provision</i> | | |
| Long service leave ^(c) | 181 391 | 171 024 |
| Remote teaching service ^(e) | 1 511 | 1 069 |
| | 182 902 | 172 093 |
| Total employee benefits provisions | 742 402 | 790 799 |

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| (a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows: | | |
| Within 12 months of the end of the reporting period | 16 879 | 18 162 |
| More than 12 months after the end of the reporting period | 9 088 | 8 779 |
| | 25 967 | 26 941 |
| (b) Entitlement to payment during student vacation liabilities have been classified as current as there is a zero balance at the end of the summer holidays. | | |
| Within 12 months of the end of the reporting period | 242 779 | 218 169 |
| | 242 779 | 218 169 |
| (c) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows: | | |
| Within 12 months of the end of the reporting period | 57 385 | 85 788 |
| More than 12 months after the end of the reporting period | 384 848 | 428 389 |
| | 442 233 | 514 177 |
| (d) Deferred salary scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows: | | |
| Within 12 months of the end of the reporting period | 4 075 | 5 411 |
| More than 12 months after the end of the reporting period | 19 898 | 18 116 |
| | 23 973 | 23 527 |
| (e) Remote Teaching Services leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows: | | |
| Within 12 months of the end of the reporting period | 3 554 | 2 974 |
| More than 12 months after the end of the reporting period | 3 896 | 5 011 |
| | 7 450 | 7 985 |

NOTE 34. OTHER LIABILITIES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| <u>Current</u> | | |
| Income received in advance | 401 | 330 |
| Amounts held in schools suspense accounts ^(a) | 4 821 | 21 018 |
| Other | 313 | 444 |
| | 5 535 | 21 792 |

(a) \$12.9 million for one off adjustment for previous 3 years of donated assets transferred to Donations to schools - Note 16

NOTE 35. EQUITY

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|--------------------|
| Contributed equity | | |
| Balance at start of period | 3 902 896 | 3 708 266 |
| <u>Contributions by owners</u> | | |
| Capital appropriation | 150 923 | 166 217 |
| <u>Other contributions by owners</u> | | |
| Royalties for Regions Fund - Regional Infrastructure and Headwork Account | 8 797 | 28 935 |
| Total contributions by owners | 4 062 616 | 3 903 418 |
| <u>Distributions to owners</u> | | |
| Transfer of net assets to Government: | | |
| Crown / Freehold land transferred to Government | (8 170) | (522) |
| Total distributions to owner | (8 170) | (522) |
| Balance at end of period | 4 054 446 | 3 902 896 |
| Reserves | | |
| <u>Asset revaluation surplus/(deficit)</u> | | |
| Balance at start of period | 8 063 748 | 10 578 456 |
| Net revaluation increment/(decrement) | | |
| Land | (300 309) | 185 226 |
| Buildings | (147 770) | (2 699 934) |
| Total net revaluation increment/(decrement) | (448 079) | (2 514 708) |
| Balance at end of period | 7 615 669 | 8 063 748 |
| Accumulated surplus | | |
| Balance at start of the year | 1 678 392 | 1 587 173 |
| Result for the period | 113 898 | 91 219 |
| Balance at the end of the year | 1 792 290 | 1 678 392 |
| Total equity at end of the period | 13 462 405 | 13 645 036 |

NOTE 36. NOTES TO THE STATEMENT OF CASH FLOWS

Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flow is reconciled to the related items in the Statement of Financial Position as follows:

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| Cash and cash equivalents (note 19) | 551 546 | 675 183 |
| Restricted cash and cash equivalents (note 20) | 33 462 | 27 732 |
| | 585 008 | 702 915 |

Reconciliation of net cost of services to net cash flows used in operating activities

| | | |
|---|--------------------|--------------------|
| Net cost of services | (3 831 423) | (3 816 683) |
| <u>Non-cash Items</u> | | |
| Depreciation expense (note 9) | 190 970 | 188 714 |
| Amortisation expense (note 9) | 259 | 935 |
| Resources received free of charge (note 18) | 13 307 | 30 429 |
| Doubtful debts expense (note 23) | 1 847 | 1 702 |
| Loss on disposal of non-current assets (note 12) | 5 435 | 6 703 |
| Loss from fires (note 12) | - | 290 |
| Adjustment for other non-cash items | (6 118) | (4 009) |
| <u>(Increase)/decrease in assets</u> | | |
| Current receivables ^(a) | (1 999) | (5 304) |
| Current inventories | (509) | (414) |
| Other current assets | (542) | 8 949 |
| <u>Increase/(decrease) in liabilities</u> | | |
| Provisions | (48 397) | (17 884) |
| Current payables and other liabilities ^(a) | (33 505) | (55 338) |
| Net GST receipts/(payments) ^(b) | 2 960 | (2 461) |
| Change in GST in receivables and payables ^(c) | 2 025 | 1 360 |
| Net cash used in operating activities | (3 705 690) | (3 663 011) |
| <u>Non-cash investing and financing activities</u> | | |
| Acquisition of property, plant and equipment by means of finance leases | 91 539 | 12 165 |

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items as they do not form part of the reconciling items.

(b) This is the net GST paid/received, i.e. cash transactions.

(c) This reverses out the GST in receivables and payables.

NOTE 37. INDIAN OCEAN TERRITORIES

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| <u>Reconciliation of Australian Government funds received and expended for the Indian Ocean Territories</u> | | |
| Balance at start of period | 644 | 1 184 |
| Receipts | 14 743 | 14 992 |
| Payments | (14 416) | (15 532) |
| Balance at end of period | 971 | 644 |

NOTE 38. COMMITMENTS

| | 2016-17 \$'000 | 2015-16 \$'000 |
|--|-------------------|-------------------|
| Finance lease commitments^(a) | | |
| <u>Minimum lease payment commitments in relation to finance leases are payable as follows:</u> | | |
| Within 1 year | 19 428 | 15 237 |
| Later than 1 year and not later than 5 years | 37 745 | 15 508 |
| Later than 5 years | 160 806 | - |
| Minimum finance lease payments | 217 979 | 30 745 |
| Less future finance charges | (112 765) | (1 081) |
| Present value of finance lease liabilities | 105 214 | 29 664 |

The present value of finance leases payable is as follows:

| | | |
|---|----------------|---------------|
| Within 1 year | 13 496 | 14 586 |
| Later than 1 year and not later than 5 years | 17 413 | 15 058 |
| Later than 5 years | 74 305 | - |
| Present value of finance lease liabilities | 105 214 | 29 644 |

(a) Includes finance lease commitments for motor vehicles leased from State Fleet, Department of Finance
\$0.5 million (2015-16: \$0.7 million).

Included in the financial statements as:

| | | |
|--|----------------|---------------|
| Current liabilities (see note 32 'Borrowings') | 13 496 | 14 586 |
| Non-current liabilities (see note 32 'Borrowings') | 91 717 | 15 058 |
| | 105 213 | 29 644 |

The Department has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions (see also Note 32 'Borrowings'). The commitments below are inclusive of GST where relevant.

Non-cancellable operating lease commitments^(b)

Commitments for minimum lease payments at the end of the reporting period but not recognised as liabilities in the financial statements are payable as follows:

| | | |
|--|---------------|---------------|
| Within 1 year | 8 877 | 8 027 |
| Later than 1 year and not later than 5 years | 20 383 | 13 813 |
| Later than 5 years | 11 097 | 539 |
| | 40 357 | 22 379 |

The Department has entered into a property lease which is a non-cancellable lease with a five-year term, with rent payable monthly in advance. Contingent rent provisions within the lease agreement require that the minimum lease payments shall be increased by the lower of CPI or 4% per annum. An option exists to renew the lease at the end of the five-year term for an additional term of five years.

(b) Includes operating leasing commitments to Leasing Services and State Fleet, Department of Finance
\$11.1 million (2015-16: \$5.8 million)

Future minimum rental receivables for operating leases at the end of the reporting period but not recognised as assets in the financial statements, are receivable as follows:

| | | |
|--|--------------|--------------|
| Within 1 year | 723 | 724 |
| Later than 1 year and not later than 5 years | 2 826 | 187 |
| Later than 5 years | 99 | 143 |
| | 3 648 | 1 054 |

| | \$'000 | \$'000 |
|--|----------------|----------------|
| Capital expenditure commitments | | |
| <u>Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:</u> | | |
| Within 1 year | 238 197 | 222 577 |
| Later than 1 year and not later than 5 years | 336 043 | 302 358 |
| Later than 5 years | - | - |
| | 574 240 | 524 935 |
| <u>The capital commitments include amounts for:</u> | | |
| Additional stages to high school | 78 698 | 93 160 |
| Additions and improvements to district high schools | - | 24 655 |
| Additions and improvements to high schools | 72 699 | 72 752 |
| Additions and improvements to primary schools | 14 535 | 26 547 |
| Administration upgrade | 4 195 | - |
| Independent funding | - | 594 |
| Miscellaneous maintenance program | - | 211 |
| Miscellaneous projects | 5 613 | 19 527 |
| New high schools | - | 157 121 |
| New primary schools | 117 708 | 52 144 |
| New secondary schools | 114 578 | - |
| Other school facilities | 7 226 | 5 512 |
| Royalties for Regions | 54 531 | 57 930 |
| School Funding | 1 307 | - |
| Trade Skills Centres | 415 | 2 174 |
| Universal Access and Early Learning | 5 616 | 12 608 |
| Western Suburbs Strategy | 97 119 | - |
| | 574 240 | 524 935 |
| Other expenditure commitments | | |
| <u>Other expenditure commitments, being insurance renewal and open purchase orders, in addition to amounts reported in the financial statements, are payable as follows:</u> | | |
| Payable within 1 year | 77 230 | 65 069 |
| Later than 1 year and not later than 5 years | 10 802 | 1 557 |
| Later than 5 years | 33 | 28 |
| | 88 065 | 66 654 |

NOTE 39. SERVICES PROVIDED FREE OF CHARGE

During the period the following services were provided to other agencies free of charge for functions outside the normal operations of the Department:

- Marketing and publications
- Delivery support systems - wide area network
- College management information systems support
- Accounting services
- Asset and building management services
- Industrial relations support
- Lease costs
- Outgoings
- School census information
- Administration support

| | 2016-17 | 2015-16 |
|--|--------------|--------------|
| | \$'000 | \$'000 |
| Country High School Hostels Authority | 203 | 135 |
| Department of Health | 927 | 898 |
| Department of Education Services | 96 | 145 |
| School Curriculum and Standards Authority | 180 | 152 |
| Department of Finance | - | 23 |
| Department for Child Protection and Family Support | 2 | 20 |
| Department of Corrective Services | 1 | 11 |
| Western Australia Police | 1 | 5 |
| Mental Health Commission | 1 | - |
| Department of Training and Workforce Development | 4 | 83 |
| | 1 415 | 1 472 |

NOTE 40. REMUNERATION OF AUDITOR

| | 2016-17 | 2015-16 |
|---|------------|------------|
| | \$'000 | \$'000 |
| Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows: | | |
| Auditing the accounts, financial statements and key performance indicators | 488 | 480 |

These amounts are due and payable in the next financial year.

The expenses for the 2015-16 audit of the financial statements is included in Note 8 'Supplies and Services' for 2016-17.

NOTE 41. SUPPLEMENTARY FINANCIAL INFORMATION

| | 2016-17 \$'000 | 2015-16 \$'000 |
|---|-------------------|-------------------|
| Write-offs | | |
| Accounts Receivable | | |
| During the financial year, \$1 945 617 (2015-16: \$2 638 635) of Accounts Receivable was written off under the authority of: | | |
| Accountable Authority | 1 946 | 2 639 |
| The Minister | - | - |
| Executive Council | - | - |
| | 1 946 | 2 639 |
| Asset Register | | |
| During the financial year public and other property written off the Department's asset register amounted to \$125 776. This included \$125 776 (2015-16: \$103 000) written off in accordance with section 48 of the <i>Financial Management Act 2006</i> under the authority of: | | |
| The Accountable Authority | 126 | 103 |
| The Minister | - | - |
| Executive Council | - | - |
| | 126 | 103 |
| Losses through theft, defaults and other causes | | |
| Losses of public money and other property through theft or default | - | 1 |
| Amounts recovered | - | - |
| | - | 1 |
| The dollar amount allocated to "Losses of public money and other property through theft or default" is an estimate as some of the cases are still under investigation and/or the actual loss incurred is not able to be quantified. | | |
| Gifts of public property | | |
| Gifts of public property provided by the Department | - | - |
| | - | - |
| During the year no gifts of public property were made (2015-16: 0). | | |
| Act of Grace Payments | | |
| During the year, one Act of Grace payment was made. | | |
| Payments of debts due to misappropriation of funds | 15 | - |
| Payment made on compassionate grounds | - | 10 |
| | 15 | 10 |

NOTE 42. AFFILIATED BODIES

Community Kindergarten's and Investing in our Youth Inc. are non-government affiliated bodies that received operational support of \$4.0 million (2015–16 \$4.1 million) from the Department. They are not subject to operational control by the Department.

NOTE 43. FINANCIAL INSTRUMENTS

(a) Financial risk management objectives and policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables, and finance leases. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

Credit risk

Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairments, as shown in the table at Note 43(c) 'Financial Instruments Disclosures' and Note 23 'Receivables'.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). Policies are in place to minimise exposure to credit risk associated with students and other debtors. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due.

The Department is exposed to liquidity risk through its trading in the normal course of business.

The Department has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks.

Other than as detailed in the interest rate sensitivity analysis table at Note 43(c), the Department is not exposed to interest rate risk because the majority of cash and cash equivalents and restricted cash are non-interest bearing, and it has no borrowings other than the finance leases (fixed interest rate).

(b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

| | 2016–17 \$'000 | 2015–16 \$'000 |
|--|-------------------|-------------------|
| <u>Financial Assets</u> | | |
| Cash and cash equivalents | 551 546 | 675 183 |
| Restricted cash and cash equivalents | 33 462 | 27 732 |
| Loans and receivables ^(a) | 2 542 477 | 2 391 300 |
| <u>Financial Liabilities</u> | | |
| Financial liabilities measured at amortised cost | 223 531 | 181 467 |

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial instruments disclosures

Credit risk

The following table details the Department's maximum exposure to credit risk and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

Ageing analysis of financial assets

| | Carrying Amount \$000 | Not past due and not impaired \$000 | Past due but not impaired | | | | | Impaired financial assets \$000 |
|--|--------------------------|--|---------------------------|-----------------------|--------------------------------|----------------------|-------------------------------|--|
| | | | Up to 1 month \$000 | 1 - 3 months \$000 | 3 months to 1 year \$000 | 1 - 5 years \$000 | More than 5 years \$000 | |
| 2016-17 | | | | | | | | |
| School cash balances | 227 161 | 227 161 | - | - | - | - | - | - |
| Central and regional offices cash balances | 177 925 | 177 925 | - | - | - | - | - | - |
| Restricted cash assets | 33 462 | 33 462 | - | - | - | - | - | - |
| Receivables ^(a) | 26 829 | 26 159 | - | 61 | 199 | 187 | 217 | 6 |
| Term deposits | 146 459 | 146 459 | - | - | - | - | - | - |
| Amounts receivable for services | 2 515 648 | 2 515 648 | - | - | - | - | - | - |
| | 3 127 484 | 3 126 814 | - | 61 | 199 | 187 | 217 | 6 |
| 2015-16 | | | | | | | | |
| School cash balances | 247 409 | 247 409 | - | - | - | - | - | - |
| Central and regional offices cash balances | 275 222 | 275 222 | - | - | - | - | - | - |
| Restricted cash assets | 27 732 | 27 732 | - | - | - | - | - | - |
| Receivables ^(a) | 24 785 | 23 324 | - | 108 | 365 | 638 | 156 | 194 |
| Term deposits | 152 386 | 152 386 | - | - | - | - | - | - |
| Amounts receivable for services | 2 366 515 | 2 366 515 | - | - | - | - | - | - |
| | 3 094 049 | 3 092 588 | - | 108 | 365 | 638 | 156 | 194 |

(a) The amount of receivables excludes GST recoverable from the ATO and prepayments.

Liquidity risk and interest rate exposure

The following table details the Department's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amount of each item.

Interest rate exposure and maturity analysis of financial assets and financial liabilities

| | Weighted Average Effective Interest Rate % | Interest rate exposure | | | | Nominal Amount \$000 | Maturity dates | | | | |
|---|--|------------------------|---------------------------|------------------------------|----------------------------|----------------------|---------------------|--------------------|--------------------------|-------------------|-------------------------|
| | | Carrying Amount \$000 | Fixed Interest rate \$000 | Variable Interest rate \$000 | Non-Interest bearing \$000 | | Up to 1 month \$000 | 1 - 3 months \$000 | 3 months to 1 year \$000 | 1 - 5 years \$000 | More than 5 years \$000 |
| 2016-17 | | | | | | | | | | | |
| <u>Financial Assets</u> | | | | | | | | | | | |
| School cash balances | 1.20 | 227 161 | - | 226 943 | 218 | 227 161 | 227 161 | - | - | - | - |
| Central and regional offices cash balances | | 177 925 | - | - | 177 925 | 177 925 | 177 925 | - | - | - | - |
| Restricted cash and cash equivalents | | 33 462 | - | - | 33 462 | 33 462 | 33 462 | - | - | - | - |
| Receivables ^(b) | | 26 829 | - | - | 26 829 | 26 829 | 26 829 | - | - | - | - |
| Term deposits | 1.86 | 146 459 | 146 459 | - | - | 146 459 | 110 996 | - | 3 825 | 31 638 | - |
| Amounts receivable for services | | 2 515 648 | - | - | 2 515 648 | 2 515 648 | 3 548 | 6 848 | 10 900 | 85 184 | 2 409 168 |
| | | 3 127 484 | 146 459 | 226 943 | 2 754 082 | 3 127 484 | 579 921 | 6 848 | 14 725 | 116 822 | 2 409 168 |
| <u>Financial Liabilities ^(a)</u> | | | | | | | | | | | |
| Payables ^(b) | | 112 783 | - | - | 112 783 | 112 783 | 112 783 | - | - | - | - |
| Finance lease liabilities | 1.95 | 105 213 | 105 213 | - | - | 217 978 | 1 067 | 4 264 | 14 096 | 37 745 | 160 806 |
| Other liabilities | | 5 535 | - | - | 5 535 | 5 535 | 5 535 | - | - | - | - |
| | | 223 531 | 105 213 | - | 118 318 | 336 296 | 119 385 | 4 264 | 14 096 | 37 745 | 160 806 |

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

(b) The amount of loans and receivables excludes GST recoverable from the ATO (statutory receivable).

Interest rate exposure and maturity analysis of financial assets and financial liabilities

| | Weighted Average Effective Interest Rate % | Interest rate exposure | | | | Nominal Amount \$000 | Maturity dates | | | | |
|---|--|------------------------|---------------------------|------------------------------|----------------------------|----------------------|---------------------|--------------------|--------------------------|-------------------|-------------------------|
| | | Carrying Amount \$000 | Fixed Interest rate \$000 | Variable Interest rate \$000 | Non-Interest bearing \$000 | | Up to 1 month \$000 | 1 - 3 months \$000 | 3 months to 1 year \$000 | 1 - 5 years \$000 | More than 5 years \$000 |
| 2015-16 | | | | | | | | | | | |
| <u>Financial Assets</u> | | | | | | | | | | | |
| School cash balances | 1.35 | 247 409 | - | 247 182 | 227 | 247 409 | 247 409 | - | - | - | - |
| Central and regional offices cash balances | | 275 222 | - | - | 275 222 | 275 222 | 275 222 | - | - | - | - |
| Restricted cash and cash equivalents | | 27 732 | - | - | 27 732 | 27 732 | 27 732 | - | - | - | - |
| Receivables ^(b) | | 24 785 | - | - | 24 785 | 24 785 | 24 785 | - | - | - | - |
| Term deposits | 2.09 | 152 386 | 152 386 | - | - | 152 386 | 112 987 | - | 8 020 | 31 379 | - |
| Amounts receivable for services | | 2 366 515 | - | - | 2 366 515 | 2 366 515 | 3 488 | 6 976 | 34 821 | 181 140 | 2 140 090 |
| | | 3 094 049 | 152 386 | 247 182 | 2 694 481 | 3 094 049 | 691 623 | 6 976 | 42 841 | 212 519 | 2 140 090 |
| <u>Financial Liabilities ^(a)</u> | | | | | | | | | | | |
| Payables ^(b) | | 130 031 | - | - | 130 031 | 130 031 | 130 031 | - | - | - | - |
| Finance lease liabilities | 2.24 | 29 644 | 29 644 | - | - | 30 745 | 1 090 | 2 807 | 11 340 | 15 508 | - |
| Other liabilities | | 21 792 | - | - | 21 792 | 21 792 | 21 792 | - | - | - | - |
| | | 181 467 | 29 644 | - | 151 823 | 182 568 | 152 913 | 2 807 | 11 340 | 15 508 | - |

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

(b) The amount of loans and receivables excludes GST recoverable from the ATO (statutory receivable).

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

| | Carrying amount \$'000 | -100 basis points | | +100 basis points | |
|--|---------------------------|-------------------|------------------|-------------------|------------------|
| | | Surplus \$'000 | Equity \$'000 | Surplus \$'000 | Equity \$'000 |
| 2016-17 | | | | | |
| <u>Financial assets</u> | | | | | |
| School cash balances | 227 161 | (2 272) | (2 272) | 2 272 | 2 272 |
| Central and regional offices cash balances | | - | - | - | - |
| Total increase/(decrease) | 227 161 | (2 272) | (2 272) | 2 272 | 2 272 |
| 2015-16 | | | | | |
| <u>Financial assets</u> | | | | | |
| School cash balances | 247 409 | (2 474) | (2 474) | 2 474 | 2 474 |
| Central and regional offices cash balances | | - | - | - | - |
| Total increase/(decrease) | 247 409 | (2 474) | (2 474) | 2 474 | 2 474 |

Fair values

All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

NOTE 44. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

The following contingent liabilities are additional to the liabilities included in the financial statements:

Litigation in progress

The Department is not involved in any litigation proceedings.

Contaminated sites

The Department of Education is committed to providing a safe school environment. Where a school or school site is identified as possibly contaminated, an investigation is carried out by a qualified environmental health consultant. In addition to a visual inspection, analytical techniques, such as material, water and soil testing, are used to confirm contaminated sites and the nature and extent of the contamination. Upon completion of their investigation, the consultant submits a report to the Department of Education, which is then forwarded to the Department of Water and Environment Regulation (DWER) for classification according to the *Contaminated Sites Act 2003*.

There are currently 23 sites listed with the DWER, with 17 subject to investigation and/or final classification. These include 5 sites which are outlined below as well as Amaroo Primary School, Bayswater Primary School, Mt Barker Community College, Karratha Primary School, Morawa Agricultural College, Denmark Agricultural College, Mount Magnet District High School, Sevenoaks College, John Curtin College of the Arts, Bramfield Park Primary School, Nulsen Primary School, Pemberton Camp School.

During 2012–13, the unauthorised dumping of building materials and other waste occurred in the amphitheatre at West Northam Primary School. Remediation work, which involved compacting the waste and installing a capping layer of clean fill, was completed in January 2016. An environmental consultant has confirmed that the remediation meets Public Health guidelines, and DWER is likely to classify the site as 'Contaminated – Suitable for Restricted Use'.

During oval works at Wembley Downs Primary School in 2007 a small amount of Asbestos Containing Material (ACM) was brought to the surface. An environmental consultant has determined that there was no evidence to support a contaminated site classification. However, DWER has not supported this finding and has classified the site as 'Contaminated – Suitable for Restricted Use'. The Department is considering lodging an appeal against this classification.

In May 2014, concerns about soil contamination at Fremantle Primary School led to the site being investigated. Soil testing revealed elevated lead levels at a small number of locations and significant amounts of glass but no ACM. An environmental consultant developed a subsurface soil management plan and has completed a human health risk assessment; both of which have been provided to DWER. DWER are still to provide a classification of the site.

In early 2016, the Department was notified of ACM at Gooseberry Hill Primary School. A preliminary site investigation and a human health risk assessment have been carried out and the investigative process and associated actions are still subject to an independent environmental audit. Evidence indicates that any contamination is well below the limits set by the Department of Health, and site is safe for continued use as a school. Once the Department receives the independent auditor's report, it will be submitted to DWER along with the human health risk assessment.

In November 2016, a consultant was engaged to investigate the possible presence of residual agricultural chemicals from past farming practices at Cunderdin Agricultural College. The preliminary site investigation revealed wide spread fragments of ACM across the main site. Remediation for the ACM is continuing, and a detailed site investigation for other contaminants is now underway for chemical contamination, hydrocarbons and open untreated waste and piggery settlement ponds. The college was a large RAAF base during WWII, and may be a contributing factor to the current situation.

There are 6 sites that are yet to be investigated. These include an undeveloped high school site in Pingelly, where domestic and medical waste has been identified, and the Narrogin Agricultural College where ACM has been found in numerous locations.

NOTE 45. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

The Western Australian Government has announced major changes to State Government agencies to increase collaboration across departments, deliver services more efficiently and focus on whole of Government objectives. As a result, a newly formed Department of Education commenced 1 July 2017, with responsibility for government and non-government education services. This brings together the operations of the Department of Education, Department of Education Services and the School Curriculum and Standards Authority.

While the School Curriculum and Standards Authority continues as a statutory authority under the *School Curriculum and Standards Authority Act 1997*, all staff of the three agencies will become employees of the Department of Education.

The Teacher Registration Board of Western Australia and Training Accreditation Council will continue as statutory entities.

In a separate change, the Country High School Hostels Authority ceased on 30 June 2017 and the Department of Education assumed responsibility for residential colleges from 1 July 2017.

NOTE 46. EXPLANATORY STATEMENT

All variances between estimates (original budget) and actual results for 2017, and between the actual results for 2017 and 2016 are shown below. Narratives are provided for key variations selected from observed major variances, which are generally greater than:

- 5% and \$25.0 million for the Statement of Comprehensive Income and Cash Flows; and
- 5% and \$25.0 million for Statement of Financial Position.

Statement of Comprehensive Income

| | Estimate 2016–17 \$'000 | Actual 2016–17 \$'000 | Actual 2015–16 \$'000 | Variance | | | | | |
|--|-------------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------|------|------------------------------------|--------------|------|
| | | | | Variance between estimate and actual | | | Variance between actual and actual | | |
| | | | | \$'000 | % | Note | \$'000 | % | Note |
| COST OF SERVICES | | | | | | | | | |
| Expenses | | | | | | | | | |
| Employee benefits expense | 3 670 849 | 3 660 176 | 3 469 864 | (10 673) | (0%) | | 190 312 | 5% | A |
| Supplies and services | 869 692 | 850 170 | 960 821 | (19 522) | (2%) | | (110 651) | (12%) | B |
| Depreciation and amortisation expense | 243 767 | 191 229 | 189 649 | (52 538) | (22%) | 1 | 1 580 | 1% | |
| Grants and subsidies | 48 302 | 46 206 | 38 757 | (2 096) | (4%) | | 7 449 | 19% | |
| Finance costs | 4 612 | 3 746 | 887 | (866) | (19%) | | 2 859 | 322% | |
| Other expenses | 3 992 | 8 159 | 8 822 | 4 167 | 104% | | (663) | (8%) | |
| Total cost of services | 4 841 214 | 4 759 686 | 4 668 800 | (81 528) | (2%) | | 90 886 | 2% | |
| Income | | | | | | | | | |
| Revenue | | | | | | | | | |
| User contributions, charges and fees | 121 401 | 119 462 | 110 921 | (1 939) | (2%) | | 8 541 | 8% | |
| Other revenue | 82 260 | 124 142 | 86 929 | 41 882 | 51% | 2 | 37 213 | 43% | C |
| Australian Government grants and contributions | 686 792 | 678 410 | 646 578 | (8 382) | (1%) | | 31 832 | 5% | D |
| Interest revenue | 8 080 | 6 249 | 7 689 | (1 831) | (23%) | | (1 440) | (19%) | |
| Total Revenue | 898 533 | 928 263 | 852 117 | 29 730 | 3% | | 76 146 | 9% | |
| Total income other than income from State Government | 898 533 | 928 263 | 852 117 | 29 730 | 3% | | 76 146 | 9% | |
| NET COST OF SERVICES | 3 942 681 | 3 831 423 | 3 816 683 | (111 258) | (3%) | | 14 740 | 0% | |
| Income from State Government | | | | | | | | | |
| Service appropriation | 3 970 780 | 3 918 931 | 3 861 288 | (51 849) | (1%) | | 57 643 | 1% | |
| Grants from State Government Agencies | 4 046 | 7 248 | 6 921 | 3 202 | 79% | | 327 | 5% | |
| Services received free of charge | 2 709 | 13 307 | 30 428 | 10 598 | 391% | | (17 121) | (56%) | |
| Royalties for Regions Fund | 6 903 | 5 835 | 9 265 | (1 068) | (15%) | | (3 430) | (37%) | |
| Total income from State Government | 3 984 438 | 3 945 321 | 3 907 902 | (39 117) | (1%) | | 37 419 | 1% | |
| SURPLUS FOR THE PERIOD | 41 757 | 113 898 | 91 219 | 72 141 | 173% | | 22 679 | 25% | |
| OTHER COMPREHENSIVE INCOME | | | | | | | | | |
| Items not reclassified subsequently to profit or loss | | | | | | | | | |
| Changes in asset revaluation surplus | - | (448 079) | (2 514 708) | (448 079) | 0% | | 2 066 629 | (82%) | E |
| Total other comprehensive income | - | (448 079) | (2 514 708) | (448 079) | 0% | | 2 066 629 | (82%) | |
| TOTAL COMPREHENSIVE INCOME FOR THE PERIOD | 41 757 | (334 181) | (2 423 489) | (375 938) | (900%) | | 2 089 308 | (86%) | |

Statement of Financial Position

| | Estimate 2016-17 \$'000 | Actual 2016-17 \$'000 | Actual 2015-16 \$'000 | Variance | | | | | |
|---|-------------------------------|-----------------------------|-----------------------------|---|--------------|------|------------------------------------|--------------|------|
| | | | | Variance between original budget and actual | | | Variance between actual and actual | | |
| | | | | \$'000 | % | Note | \$'000 | % | Note |
| ASSETS | | | | | | | | | |
| Current Assets | | | | | | | | | |
| Cash and cash equivalents | 536 917 | 551 546 | 675 183 | 14 629 | 3% | | (123 637) | (18%) | F |
| Restricted cash and cash equivalents | 50 874 | 20 423 | 27 732 | (30 451) | (60%) | 3 | (7 309) | (26%) | |
| Amounts receivable for services | 28 905 | 21 293 | 45 285 | (7 612) | (26%) | | (23 992) | (53%) | |
| Inventories | - | 6 647 | 6 138 | 6 647 | 0% | | 509 | 8% | |
| Receivables | 43 611 | 40 052 | 42 993 | (3 559) | (8%) | | (2 941) | (7%) | |
| Other current assets | 17 983 | 8 807 | 8 265 | (9 176) | (51%) | | 542 | 7% | |
| Non-current assets held for distribution to owner | - | 769 | 769 | 769 | 0% | | - | | |
| Total Current Assets | 678 290 | 649 537 | 806 365 | (28 753) | (4%) | | (156 828) | (19%) | |
| Non-Current Assets | | | | | | | | | |
| Restricted cash and cash equivalents | 12 319 | 13 039 | - | 720 | 6% | | 13 039 | 0% | |
| Amounts receivable for services | 2 526 043 | 2 494 355 | 2 321 230 | (31 688) | (1%) | | 173 125 | 7% | G |
| Property, plant and equipment | 14 119 700 | 11 267 150 | 11 487 590 | (2 852 550) | (20%) | 4 | (220 440) | (2%) | |
| Intangible assets | 14 841 | 4 257 | 2 117 | (10 584) | (71%) | | 2 140 | 101% | |
| Total Non-Current Assets | 16 672 903 | 13 778 801 | 13 810 937 | (2 894 102) | (17%) | | (32 136) | (0%) | |
| TOTAL ASSETS | 17 351 193 | 14 428 338 | 14 617 302 | (2 922 855) | (17%) | | (188 964) | (1%) | |
| LIABILITIES | | | | | | | | | |
| Current Liabilities | | | | | | | | | |
| Payables | 91 494 | 112 783 | 130 031 | 21 289 | 23% | | (17 248) | (13%) | H |
| Borrowings | 14 140 | 13 496 | 14 586 | (644) | (5%) | | (1 090) | (7%) | |
| Provisions | 579 438 | 559 500 | 618 706 | (19 938) | (3%) | | (59 206) | (10%) | I |
| Other current liabilities | 21 330 | 5 535 | 21 792 | (15 795) | (74%) | | (16 257) | (75%) | |
| Total Current Liabilities | 706 402 | 691 314 | 785 115 | (15 088) | (2%) | | (93 801) | (12%) | |
| Non-Current Liabilities | | | | | | | | | |
| Borrowings | 95 828 | 91 717 | 15 058 | (4 111) | (4%) | | 76 659 | 509% | J |
| Provisions | 198 401 | 182 902 | 172 093 | (15 499) | (8%) | | 10 809 | 6% | |
| Total Non-Current Liabilities | 294 229 | 274 619 | 187 151 | (19 610) | (7%) | | 87 468 | 47% | |
| TOTAL LIABILITIES | 1 000 631 | 965 933 | 972 266 | (34 698) | (3%) | | (6 333) | (1%) | |
| NET ASSETS | 16 350 562 | 13 462 405 | 13 645 036 | (2 888 157) | (18%) | | (182 631) | (1%) | |
| EQUITY | | | | | | | | | |
| Contributed equity | 4 113 566 | 4 054 446 | 3 902 896 | (59 120) | (1%) | | 151 550 | 4% | |
| Reserves | 10 578 457 | 7 615 669 | 8 063 748 | (2 962 788) | (28%) | 5 | (448 079) | (6%) | K |
| Accumulated surplus | 1 658 539 | 1 792 290 | 1 678 392 | 133 751 | 8% | 6 | 113 898 | 7% | L |
| TOTAL EQUITY | 16 350 562 | 13 462 405 | 13 645 036 | (2 888 157) | (18%) | | (182 631) | (1%) | |

Statement of Cash Flows

| | Estimate 2016-17 \$'000 | Actual 2016-17 \$'000 | Actual 2015-16 \$'000 | Variance | | | | | |
|---|-------------------------------|-----------------------------|-----------------------------|---|-------------|------|------------------------------------|--------------|------|
| | | | | Variance between original budget and actual | | | Variance between actual and actual | | |
| | | | | \$'000 | % | Note | \$'000 | % | Note |
| CASH FLOWS FROM STATE GOVERNMENT | | | | | | | | | |
| Service appropriation | 3 737 062 | 3 728 713 | 3 621 014 | (8 349) | (0%) | | 107 699 | 3% | |
| Capital contributions | 187 144 | 150 923 | 166 217 | (36 221) | (19%) | 7 | (15 294) | (9%) | |
| Holding account drawdown | 45 285 | 41 085 | 21 736 | (4 200) | (9%) | | 19 349 | 89% | |
| Grants and subsidies | 4 046 | 7 173 | 7 317 | 3 127 | 77% | | (144) | (2%) | |
| Royalties for Regions Fund | 24 903 | 14 631 | 37 506 | (10 272) | (41%) | | (22 875) | (61%) | |
| Net cash provided by State Government | 3 998 440 | 3 942 525 | 3 853 790 | (55 915) | (1%) | | 88 735 | 2% | |
| Utilised as follows: | | | | | | | | | |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | | | | | |
| Payments | | | | | | | | | |
| Employees benefits | (3 672 406) | (3 678 860) | (3 596 186) | (6 454) | 0% | | (82 674) | 2% | |
| Supplies and services | (864 914) | (840 937) | (901 547) | 23 977 | (3%) | | 60 610 | (7%) | M |
| Grants and subsidies | (48 302) | (39 483) | (38 245) | 8 819 | (18%) | | (1 238) | 3% | |
| Finance costs | (4 612) | (2 379) | (886) | 2 233 | (48%) | | (1 493) | 169% | |
| GST payments on purchases | (108 925) | (72 135) | (80 446) | 36 790 | (34%) | 8 | 8 311 | (10%) | |
| Other payments | - | (877) | (127) | (877) | 0% | | (750) | 591% | |
| Receipts | | | | | | | | | |
| User contributions, charges and fees | 121 401 | 113 176 | 107 749 | (8 225) | (7%) | | 5 427 | 5% | |
| Australian Governments grants and contributions | 686 792 | 678 410 | 646 730 | (8 382) | (1%) | | 31 680 | 5% | N |
| Interest received | 8 080 | 6 249 | 7 689 | (1 831) | (23%) | | (1 440) | (19%) | |
| GST receipts on revenue | - | 3 004 | 2 707 | 3 004 | 0% | | 297 | 11% | |
| GST receipts from taxation authority | 106 757 | 72 091 | 75 278 | (34 666) | (32%) | 9 | (3 187) | (4%) | |
| Other receipts | 82 260 | 56 051 | 114 273 | (26 209) | (32%) | 10 | (58 222) | (51%) | O |
| Net cash used in operating activities | (3 693 869) | (3 705 690) | (3 663 011) | (11 821) | 0% | | (42 679) | 1% | |
| CASH FLOW FROM INVESTING ACTIVITIES | | | | | | | | | |
| Payments | | | | | | | | | |
| Purchase of non-current physical assets | (300 413) | (339 782) | (303 144) | (39 369) | 13% | 11 | (36 638) | 12% | P |
| Receipts | | | | | | | | | |
| Receipts from sale of non-current physical assets | - | 102 | 208 | 102 | 0% | | (106) | (51%) | |
| Net cash used in investing activities | (300 413) | (339 680) | (302 936) | (39 267) | 13% | | (36 744) | 12% | |
| CASH FLOW FROM FINANCING ACTIVITIES | | | | | | | | | |
| Payments | | | | | | | | | |
| Payments of finance lease liabilities | (15 206) | (15 062) | (14 183) | 144 | (1%) | | (879) | 6% | |
| Net cash used in financing activities | (15 206) | (15 062) | (14 183) | 144 | (1%) | | (879) | 6% | |
| Net increase/(decrease) in cash and cash equivalents | (11 048) | (117 907) | (126 340) | (106 859) | 967% | | 8 433 | (7%) | |
| Cash and cash equivalents at the beginning of the period | 611 158 | 702 915 | 829 255 | 91 757 | 15% | | (126 340) | (15%) | |
| CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD | 600 110 | 585 008 | 702 915 | (15 102) | (3%) | | (117 907) | (17%) | |

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income

- 1 Depreciation and amortisation expense is lower than budget by \$52.5 million (22%) due to lower depreciation for buildings caused by changing valuers and the valuation methodology.
- 2 Other Revenue is higher than budget by \$41.9 million or 51% mainly attributable to \$12.9 million for a one off adjustment for the previous 3 years of donated assets, insurance recoveries and insurance adjustments (RiskCover) relating to prior years.

Statement of Financial Position

- 3 Restricted cash and cash equivalents decreased by \$30.5 million (60%) mainly attributable to decrease in Royalty for Region (RfR) funds due to the scaling down of the RfR program by Government and the spending of Commonwealth Capital program.
- 4 Property, plant and equipment decreased by \$2852.6 million (20%), mainly attributable to a decrement to school building values resulting from a change to the Department's building valuation methodology and the appointment of new valuers.
- 5 Reserves are \$2962.8 million (28%) lower, due to a decrease to the asset revaluation reserve as a result of a decrement to school building values resulting from a change to the Department's building valuation methodology.
- 6 Accumulated surplus/(deficit) exceeded budget by \$133.8 million (8%) due to lower than projected expenditure and higher revenue.

Statement of Cash Flows

- 7 Capital contributions actual is lower than budget by \$36.2 million (19%) due to changes in the Asset Investment Plan budget approved by Government.
- 8 GST payments on purchases are \$36.8 million (34%) lower than budget due to lower expenditure subject to GST.
- 9 GST receipts from taxation authority are \$34.7 million (32%) lower due to lower expenditure subject to GST.
- 10 Other receipts are \$26.2 million (32%) lower mainly attributable to PAYG of \$29 million paid in July 2017 for the 27th pay in 2015-16.
- 11 Purchases of non-current physical assets are \$39.4 million (13%) higher due to increased schools spending on non-current assets.

Variations between actual results for 2016-17 and 2015-16

Statement of Comprehensive Income

- A Employee benefits increased by \$190.3 million (5%) due to the net impact of salary rate increases, and increased school staffing levels associated with increased student enrolments, partially offset by lower Government Regional Officers Housing costs and decreased leave liabilities.
- B Supplies and services decreased by \$110.6 million (12%) due to additional school maintenance and information technology upgrades spending in 2015-16. This spending was associated with once-off projects in 2015-16 not intended to continue into 2016-17.
- C Other Revenue increased by \$37.2 million (43%) mainly due to \$12.9 million for a one off adjustment for the previous 3 years of donated assets and workers' compensation recoveries higher than last year by \$19 million.
- D Australian Government grants and contributions are \$31.8 million (5%) higher due to increased Student First Funding.
- E The net movement of \$2066.6 million (82%) is attributable to the 2015-16 building revaluation decrement of \$2514.7 million and the 2016-17 building revaluation decrement of \$400.9 million.

Statement of Financial Position

- F** Cash and cash equivalents decreased by \$123.6 million (18%) due to increased payments associated with employee leave, plant, equipment, minor building infrastructure spending by schools and state funded asset investment program expenditure.
- G** Amounts receivable for services (non-current) increase by \$173.1 million (7%) which is the net impact of increased Service appropriation associated with the service delivery requirement, impacted in part by the decrease to leave provisions due to the Department successful leave management strategies.
- H** Payables decreased by \$17.2 million (13%) as a result of a reduction to trade and other payables.
- I** Provisions have decreased by \$59.2 million (10%) due to the Department's successful leave management strategies.
- J** Borrowings have increased by \$76.7 million (509%) due to the Public Private Partnership (PPP) program.
- K** Reserves - the decrease of \$448.1 million (6%) is attributable to impact of a school building valuation decrement.
- L** Accumulated surplus increased by \$113.9 million (7%) which is the operating result for the period.

Statement of Cash Flows

- M** Supplies and services decreased by \$60.6 million (7%) due to additional spending on school maintenance and information technology upgrades in 2015-16 which did not re-occur.
- N** Australian Government Grants and Contributions are \$31.7 million (5%) higher mainly attributable to increased Students First Commonwealth Grants.
- O** Other Receipts are lower by \$58.2 million (51%) mainly attributable to PAYG \$29 million and \$16 million schools trust accounts.
- P** Purchases of non-current physical assets are \$36.6 million (12%) higher due to increased schools spending on non-current assets.

Administered Income

No administered income for this period

NOTE 47. SPECIAL PURPOSE ACCOUNTS

The Department manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the Financial Statements.

| Special Purpose Account | 2016-17 | | | | 2015-16 | | | |
|--|----------------------------------|----------------|----------------|--------------------------------|----------------------------------|----------------|----------------|--------------------------------|
| | Balance at start of period \$ | Receipts \$ | Payments \$ | Balance at end of period \$ | Balance at start of period \$ | Receipts \$ | Payments \$ | Balance at end of period \$ |
| 1 Olive A. Lewis Scholarship | 4 736 | 20 500 | 20 500 | 4 736 | 4 736 | 20 000 | 20 000 | 4 736 |
| 2 Scholarship - Council of War Service Land Settlers Association | 988 | 20 | - | 1 008 | 966 | 22 | - | 988 |
| 3 R.S. Sampson | 1 | - | - | 1 | 1 | - | - | 1 |
| 4 John Henry Kendall | 1 099 | 22 | - | 1 121 | 1 075 | 24 | - | 1 099 |
| 5 Margueretta Wilson Scholarship | 3 078 | 62 | - | 3 140 | 3 204 | 74 | 200 | 3 078 |
| 6 Perth Girls' Memorial Scholarship | 105 416 | 2 361 | 4 000 | 103 777 | 106 897 | 3 519 | 5 000 | 105 416 |
| 7 Sir Thomas Coombe Scholarship | 119 068 | 2 183 | - | 121 251 | 116 314 | 2 754 | - | 119 068 |
| 8 Margery Bennett Prize | 1 323 | 27 | - | 1 350 | 1 292 | 31 | - | 1 323 |
| 9 W.J. Reid Memorial Prize | 8 069 | 163 | - | 8 232 | 7 883 | 186 | - | 8 069 |
| 10 James and Rose Coombe Scholarships | - | 18 000 | 17 000 | 1 000 | - | 17 500 | 17 500 | - |
| 11 Perth Boys' Memorial Scholarship | 24 356 | 493 | 3 000 | 21 849 | 23 791 | 565 | - | 24 356 |
| 12 Roy Grace English Scholarship | - | 5 000 | 5 000 | - | - | 3 000 | 3 000 | - |
| 13 James A. Heron Memorial Prize | 14 302 | 289 | - | 14 591 | 13 971 | 331 | - | 14 302 |
| 14 Ernest Smith Memorial Prize for English | 2 646 | 54 | - | 2 700 | 2 585 | 61 | - | 2 646 |
| 15 Bentley Senior High School | 23 697 | 1 475 | 2 000 | 23 172 | 25 114 | 583 | 2 000 | 23 697 |
| 16 Elaine Nora Walker Scholarships | 103 846 | 2 102 | 2 000 | 103 948 | 103 409 | 2 437 | 2 000 | 103 846 |
| 17 William Samuel Bequest | 1 980 | 39 | 100 | 1 919 | 2 033 | 47 | 100 | 1 980 |
| 18 Howard Porter Memorial Prize for Good Citizenship | 2 656 | 53 | 100 | 2 609 | 2 694 | 62 | 100 | 2 656 |
| 19 Ian Bremner Memorial Scholarship | 48 729 | 961 | 2 600 | 47 090 | 50 171 | 1 158 | 2 600 | 48 729 |
| 20 Catherine and Ernest Bennett Memorial Scholarship | 29 977 | 602 | 1 000 | 29 579 | 30 259 | 718 | 1 000 | 29 977 |
| 21 Laurence Armstrong Scholarship | 274 213 | 22 607 | - | 296 820 | - | 274 213 | - | 274 213 |
| Totals | 770 180 | 77 013 | 57 300 | 789 893 | 496 395 | 327 285 | 53 500 | 770 180 |

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A. Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education might otherwise be restricted by virtue of financial need.

2. Scholarship - Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes to students who have at least three years secondary schooling in public schools in the Swan Electorate.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at Collie Senior High School.

6. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a public secondary school in the metropolitan area.

7. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Western Australian Certificate of Secondary Education.

8. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

9. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above average scholastic development.

10. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for public country school students who are in need of financial assistance to complete a high school education.

11. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a public secondary school in the metropolitan area.

12. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a public secondary school and who demonstrates exceptional ability in the area of English.

13. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Western Australian Certificate of Secondary Education course at any recognised high school.

14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at North Perth Primary School.

15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School or Como Secondary College.

16. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

17. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

18. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for “good citizenship” to a female student at White Gum Valley Primary School.

19. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the most successful student at Cowaramup Primary School.

20. Catherine and Ernest Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

21. Laurence Armstrong Scholarship Trust Account

To hold and manage funds for the purpose of funding scholarships for students of the Northam Senior High School in accordance with terms and conditions of the Laurence Armstrong Will.

The Trust consists of a cash component transferred to the Department during 2015–16 and share portfolio component transferred to the Department during 2016–17. The value of the share portfolio as at 30 June 2017 is approximately \$436 177.

SECTION 7: APPENDICES

1. Student enrolment
2. NAPLAN results
3. Student attendance, retention, achievement and satisfaction
4. Staffing
5. WA Education Awards 2016



Stephanie Lee **2016 WA Education Assistant of the Year**

Never short of an inspiring story to tell, Stephanie has dedicated the last 20 years to showing students with disability that they are capable of more than anyone ever dreamed possible.

“A huge success we have had at College Row School was with one of our students who had never sat out of his wheelchair. He had a primitive reflex that he thrashed backwards all the time. That’s all he could do, all the time,” she says.

“We taught him to sit upright on the floor – from that point his life changed. He had a whole new world.”

Read more about Stephanie in [Inspire](#).

Darryl McCart

2016 WA School Services Staff Member of the Year

Being residential college manager at the WA College of Agriculture in Cunderdin does not feel like work to Darryl McCart. Instead, he is inspired every day to make connections with students and be a positive role model for them.

“It’s not uncommon for students to drop into my office during the day, have a bit of a chat to get things off their chest and then return to class. That trust and respect is so important,” he says.

During the term, many of the teenagers live at the college and their wellbeing rests with Darryl, a responsibility he takes very seriously. Read more about Darryl in [Inspire](#).



1. Student enrolment

Table A1: Enrolments at Western Australian schools 2003 to 2017 ^{(a) (b)}

| Year | Public schools ^(c) | Non-government schools ^(d) | Total |
|------|-------------------------------|---------------------------------------|---------|
| 2003 | 253 199 | 111 180 | 364 379 |
| 2004 | 252 593 | 113 944 | 366 537 |
| 2005 | 252 040 | 116 968 | 369 008 |
| 2006 | 252 061 | 119 896 | 371 957 |
| 2007 | 253 209 | 123 216 | 376 425 |
| 2008 | 253 838 | 127 248 | 381 086 |
| 2009 | 258 132 | 131 240 | 389 372 |
| 2010 | 258 115 | 134 335 | 392 450 |
| 2011 | 261 013 | 137 372 | 398 385 |
| 2012 | 268 129 | 140 006 | 408 135 |
| 2013 | 276 275 | 142 883 | 419 158 |
| 2014 | 283 739 | 144 877 | 428 616 |
| 2015 | 292 952 | 148 980 | 441 932 |
| 2016 | 296 377 | 148 545 | 444 922 |
| 2017 | 302 271 | 147 471 | 449 742 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census.

(b) Half cohort progressed through school from 2001 to 2014 inclusive, entering secondary education in 2010.

(c) Includes students in community kindergartens.

(d) Includes students in independent pre-schools.

Table A2: Number of schools and enrolments in Western Australia by gender and Aboriginal status 2017 ^(a)

| Sector | Schools | All students | Female | Male | Aboriginal |
|----------------|--------------|----------------|----------------|----------------|---------------|
| Public | 802 | 302 271 | 145 978 | 156 293 | 24 863 |
| Non-government | 309 | 147 471 | 73 762 | 73 709 | 4 470 |
| Totals | 1 111 | 449 742 | 219 740 | 230 002 | 29 333 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Public sector includes community kindergartens and non-government sector includes independent pre-schools.

Table A3: Public school enrolments by service, gender and Aboriginal status 2017 ^(a)

| Service | All | Female | Male | Aboriginal |
|---|----------------|----------------|----------------|---------------|
| Primary education (Kindergarten–Year 6) | 197 347 | 95 404 | 101 943 | 16 460 |
| Secondary education (Years 7–12) | 104 924 | 50 574 | 54 350 | 8 403 |
| Totals | 302 271 | 145 978 | 156 293 | 24 863 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens.

Table A4: Western Australian public schools and students by school type and level of education 2017^(a)

| School type ^(b) | Schools | Students | | |
|-------------------------------------|------------|--|-------------------------------------|----------------|
| | | Primary education (Kindergarten–Year 6) | Secondary education (Years 7–12) | Total |
| Community kindergarten | 17 | 511 | 0 | 511 |
| Primary ^(c) | 552 | 183 161 | 563 | 183 724 |
| District high | 54 | 8 610 | 4 205 | 12 815 |
| Kindergarten–Year 12 ^(d) | 6 | 2 245 | 2 062 | 4 307 |
| Secondary | 107 | 0 | 96 467 | 96 467 |
| Education support ^(e) | 64 | 2 737 | 1 609 | 4 346 |
| Specialist services ^(f) | 2 | 83 | 18 | 101 |
| Totals | 802 | 197 347 | 104 924 | 302 271 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census.

(b) Refined school classification scheme introduced in 2017 and created additional school type categories (such as Specialist services and Kindergarten–Year 12) and led to some schools moving to different categories that better reflected their services.

(c) Includes schools of the air and remote community schools.

(d) Includes School of Isolated and Distance Education.

(e) Includes language development schools/centres.

(f) Comprises School of Special Educational Needs: Behaviour and Engagement and School of Special Educational Needs: Sensory.

Table A5: Full-time enrolments at Western Australian public schools by year level 2013 to 2017^(a)

| Year level | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------------------|-----------------------|----------------------|----------------|----------------|----------------|
| Kindergarten | 23 338 | 23 928 | 23 894 | 23 877 | 24 543 |
| Pre-primary | 24 992 | 24 730 | 25 139 | 25 171 | 25 174 |
| Year 1 | 24 427 | 25 370 | 24 918 | 25 171 | 25 465 |
| Year 2 | 23 086 | 24 785 | 25 349 | 24 859 | 25 102 |
| Year 3 | 22 037 | 23 298 | 24 816 | 25 261 | 24 853 |
| Year 4 | 21 253 | 22 109 | 23 145 | 24 647 | 25 172 |
| Year 5 | 20 479 | 21 083 | 21 784 | 22 797 | 24 301 |
| Year 6 | 20 455 | 20 556 | 20 996 | 21 639 | 22 737 |
| Year 7 | 17 644 | 17 672 | 17 394 | 17 783 | 18 673 |
| Year 8 | 17 067 | 16 993 | 17 185 | 17 469 | 17 970 |
| Year 9 | 17 643 | 17 569 | 17 460 | 17 326 | 17 582 |
| Year 10 | 17 212 | 17 880 | 17 811 | 17 451 | 17 462 |
| Year 11 | 11 979 ^(b) | 18 115 | 18 419 | 18 187 | 18 088 |
| Year 12 | 14 625 | 9 547 ^(b) | 14 566 | 14 660 | 15 075 |
| Primary totals^(c) | 197 711 | 203 531 | 190 041 | 193 422 | 197 347 |
| Secondary totals^(c) | 78 564 | 80 208 | 102 911 | 102 955 | 104 924 |
| Grand totals | 276 275 | 283 739 | 292 952 | 296 377 | 302 271 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens. Totals include ungraded students.

(b) Half cohort.

(c) Year 7 included in secondary from 2015. Prior to this Year 7 included in primary.

Table A6: Distribution of students by public schools' geolocation by level of education 2017 ^{(a) (b)}

| Geolocation ^(c) | Primary | Secondary |
|----------------------------|---------|-----------|
| Metropolitan | 73.5 | 73.3 |
| Inner regional | 10.7 | 11.1 |
| Outer regional | 7.9 | 8.7 |
| Remote | 5.5 | 4.8 |
| Very remote | 2.6 | 2.1 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens.

(b) Percentages may not add to 100% due to rounding.

(c) Australian Bureau of Statistics Australian Statistical Geography Standard, based on location of students' schools. This Standard was adopted by education jurisdictions nationally, and by Department at end of 2016, replacing Standing Council on School Education and Early Childhood's Schools Geographic Location Classification System.

Table A7: Western Australian public schools and students by education region and level of education 2017 ^(a)

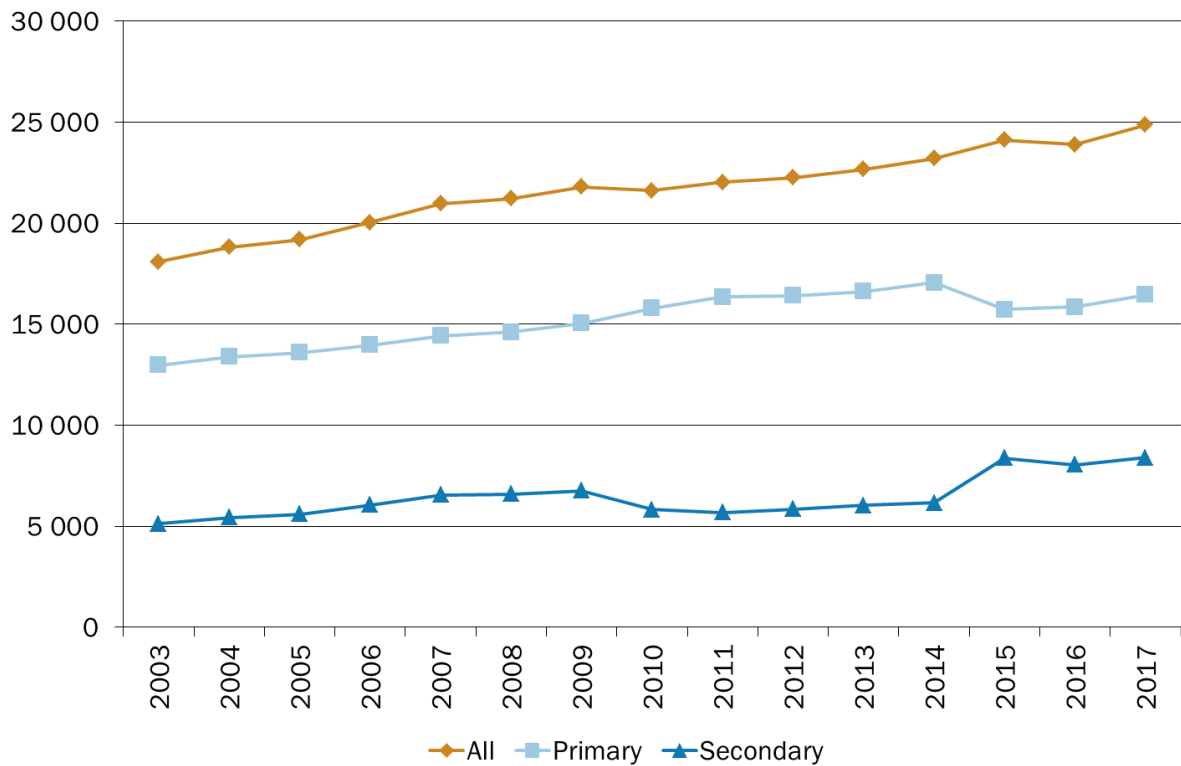
| Education region | Schools | Students | | |
|-------------------------------|------------|---|----------------------------------|----------------|
| | | Primary education (Kindergarten–Year 6) | Secondary education (Years 7–12) | Total |
| Metropolitan | | | | |
| North Metropolitan | 241 | 71 616 | 36 918 | 108 534 |
| South Metropolitan | 256 | 79 214 | 42 067 | 121 281 |
| Totals | 497 | 150 830 | 78 985 | 229 815 |
| Country ^(b) | | | | |
| Goldfields | 38 | 5 773 | 2 774 | 8 547 |
| Kimberley | 23 | 3 671 | 1 999 | 5 670 |
| Midwest | 47 | 5 576 | 2 748 | 8 324 |
| Pilbara | 29 | 6 296 | 2 630 | 8 926 |
| Southwest | 99 | 18 895 | 12 399 | 31 294 |
| Wheatbelt | 69 | 6 306 | 3 389 | 9 695 |
| Totals | 305 | 46 517 | 25 939 | 72 456 |
| Grand totals | 802 | 197 347 | 104 924 | 302 271 |

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens.

(b) Defined as all non-metropolitan education regions.

Figure A1: Aboriginal enrolments at Western Australian public schools by level of education 2003–2017 ^(a) ^(b) ^(c)



Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens.

(b) Year 7 included in secondary from 2015. Prior to this Year 7 included in primary.

(c) Half cohort progressed through school from 2001 to 2014 inclusive, entering secondary education in 2010.

Table A8: Aboriginal enrolments at WA public schools by year level ^(a) 2013 to 2017

| Year level | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------------------|--------------------|--------------------|---------------|---------------|---------------|
| Kindergarten | 1 819 | 1 773 | 1 812 | 1 714 | 1 854 |
| Pre-primary | 1 982 | 1 992 | 1 997 | 2 027 | 2 020 |
| Year 1 | 2 055 | 2 071 | 2 085 | 2 025 | 2 123 |
| Year 2 | 1 983 | 2 083 | 2 060 | 2 076 | 2 073 |
| Year 3 | 1 857 | 1 978 | 2 120 | 2 065 | 2 134 |
| Year 4 | 1 709 | 1 882 | 1 999 | 2 089 | 2 095 |
| Year 5 | 1 781 | 1 728 | 1 912 | 1 989 | 2 129 |
| Year 6 | 1 800 | 1 782 | 1 754 | 1 872 | 2 032 |
| Year 7 | 1 640 | 1 767 | 1 632 | 1 534 | 1 714 |
| Year 8 | 1 538 | 1 507 | 1 633 | 1 619 | 1 584 |
| Year 9 | 1 581 | 1 499 | 1 546 | 1 544 | 1 570 |
| Year 10 | 1 333 | 1 466 | 1 474 | 1 375 | 1 457 |
| Year 11 | 807 ^(b) | 1 206 | 1 311 | 1 228 | 1 262 |
| Year 12 | 784 | 485 ^(b) | 783 | 736 | 816 |
| Primary totals^(c) | 16 626 | 17 056 | 15 739 | 15 857 | 16 460 |
| Secondary totals^(c) | 6 043 | 6 163 | 8 379 | 8 036 | 8 403 |
| Grand totals | 22 669 | 23 219 | 24 118 | 23 893 | 24 863 |

Source: Evaluation and Accountability

(a) Semester 1 student census. Includes community kindergartens. Totals include ungraded students.

(b) Half cohort.

(c) Year 7 included in secondary from 2015. Prior to this Year 7 included in primary.

Table A9: Aboriginal enrolments at Western Australian public schools by education region 2017 ^(a)

| Education region | Aboriginal students | Total students | Aboriginal students as % of public school students |
|---------------------|---------------------|----------------|--|
| Metropolitan | | | |
| North Metropolitan | 4 296 | 108 534 | 4.0 |
| South Metropolitan | 6 320 | 121 281 | 5.2 |
| Totals | 10 616 | 229 815 | 4.6 |
| Country | | | |
| Goldfields | 1 831 | 8 547 | 21.4 |
| Kimberley | 3 497 | 5 670 | 61.7 |
| Midwest | 2 520 | 8 324 | 30.3 |
| Pilbara | 2 601 | 8 926 | 29.1 |
| Southwest | 2 199 | 31 294 | 7.0 |
| Wheatbelt | 1 599 | 9 695 | 16.5 |
| Totals | 14 247 | 72 456 | 19.7 |
| Grand totals | 24 863 | 302 271 | 8.2 |

Source: Evaluation and Accountability

(a) Semester 1 student census. Includes community kindergartens.

Table A10: Number of students registered to receive home education ^{(a) (b)} 2013 to 2017

| 2013 | 2014 | 2015 | 2016 | 2017 |
|-------|-------|-------|-------|-------|
| 2 211 | 2 477 | 2 826 | 3 303 | 3 464 |

Source: *Statewide Services*

(a) Under *School Education Act 1999*, Department is responsible for regulation of home education including evaluation of home education programs and educational progress of students.

(b) As at end of March.

2. NAPLAN results

Table A11: Percentage of Western Australian public school Year 3 students at or above the national minimum standards in NAPLAN by subgroup 2016

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 94.9 | 90.6 | 91.8 | 71.9 | 92.7 |
| Writing | 97.2 | 93.0 | 93.5 | 79.0 | 95.0 |
| Spelling | 93.9 | 90.1 | 92.3 | 69.5 | 91.9 |
| Grammar and Punctuation | 95.3 | 91.3 | 91.8 | 73.2 | 93.2 |
| Numeracy | 94.6 | 93.6 | 92.7 | 76.8 | 94.1 |

Source: Evaluation and Accountability

Table A12: Percentage of Western Australian public school Year 5 students at or above the national minimum standards in NAPLAN by subgroup 2016

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 91.8 | 87.1 | 87.7 | 57.0 | 89.4 |
| Writing | 94.8 | 88.2 | 90.7 | 64.2 | 91.4 |
| Spelling | 92.9 | 88.4 | 91.0 | 64.6 | 90.6 |
| Grammar and Punctuation | 93.5 | 88.2 | 89.4 | 60.9 | 90.8 |
| Numeracy | 92.1 | 91.6 | 90.8 | 66.0 | 91.8 |

Source: Evaluation and Accountability

Table A13: Percentage of Western Australian public school Year 7 students at or above the national minimum standards in NAPLAN by subgroup 2016

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 93.0 | 89.1 | 89.3 | 67.6 | 91.0 |
| Writing | 90.9 | 79.6 | 85.8 | 53.0 | 85.0 |
| Spelling | 92.4 | 86.1 | 90.4 | 66.4 | 89.1 |
| Grammar and Punctuation | 92.1 | 84.3 | 87.7 | 59.1 | 88.1 |
| Numeracy | 93.7 | 92.1 | 92.6 | 72.9 | 92.9 |

Source: Evaluation and Accountability

Table A14: Percentage of Western Australian public school Year 9 students at or above the national minimum standards in NAPLAN by subgroup 2016

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 92.4 | 90.0 | 87.3 | 68.6 | 91.2 |
| Writing | 87.1 | 73.7 | 79.0 | 46.9 | 80.2 |
| Spelling | 90.2 | 84.0 | 87.3 | 63.4 | 87.0 |
| Grammar and Punctuation | 91.0 | 84.5 | 85.1 | 60.2 | 87.7 |
| Numeracy | 94.5 | 93.4 | 92.6 | 77.5 | 93.9 |

Source: Evaluation and Accountability

Table A15: Mean NAPLAN reading scores of public school students by year level 2008 to 2016^(a)

| Year of testing | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------|--------|--------|--------|--------|
| 2008 | 380 | 467 | 519 | 556 |
| 2009 | 389 | 473 | 524 | 558 |
| 2010 | 391 | 469 | 535 | 552 |
| 2011 | 393 | 472 | 531 | 562 |
| 2012 | 400 | 474 | 527 | 560 |
| 2013 | 399 | 488 | 528 | 568 |
| 2014 | 399 | 483 | 533 | 572 |
| 2015 | 406 | 481 | 528 | 572 |
| 2016 | 409 | 485 | 525 | 572 |

Source: Evaluation and Accountability

(a) Year 7 become part of secondary education in Western Australia from 2015, having previously been part of primary education.

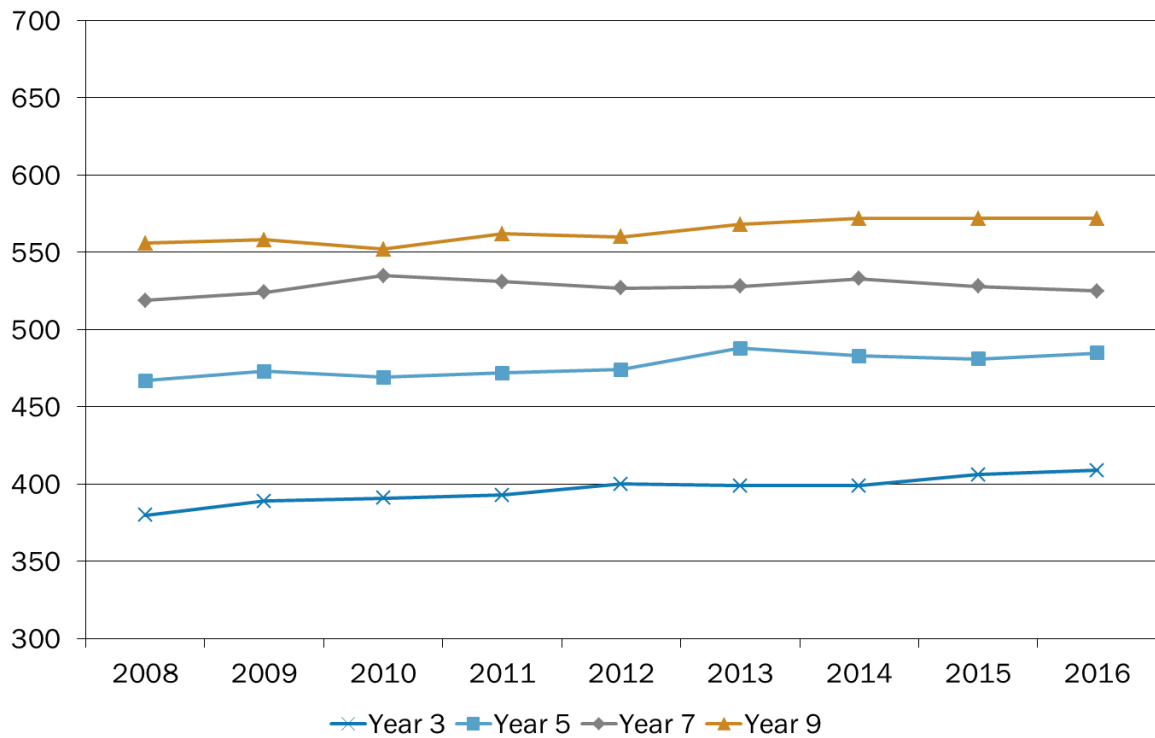
Table A16: Mean NAPLAN numeracy scores of public school students by year level 2008 to 2016^(a)

| Year of testing | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------|--------|--------|--------|--------|
| 2008 | 378 | 455 | 526 | 556 |
| 2009 | 377 | 467 | 528 | 568 |
| 2010 | 379 | 471 | 539 | 565 |
| 2011 | 383 | 473 | 537 | 568 |
| 2012 | 379 | 470 | 527 | 570 |
| 2013 | 383 | 471 | 532 | 572 |
| 2014 | 388 | 474 | 534 | 579 |
| 2015 | 384 | 479 | 527 | 584 |
| 2016 | 391 | 480 | 536 | 583 |

Source: Evaluation and Accountability

(a) Year 7 become part of secondary education in Western Australia from 2015, having previously been part of primary education.

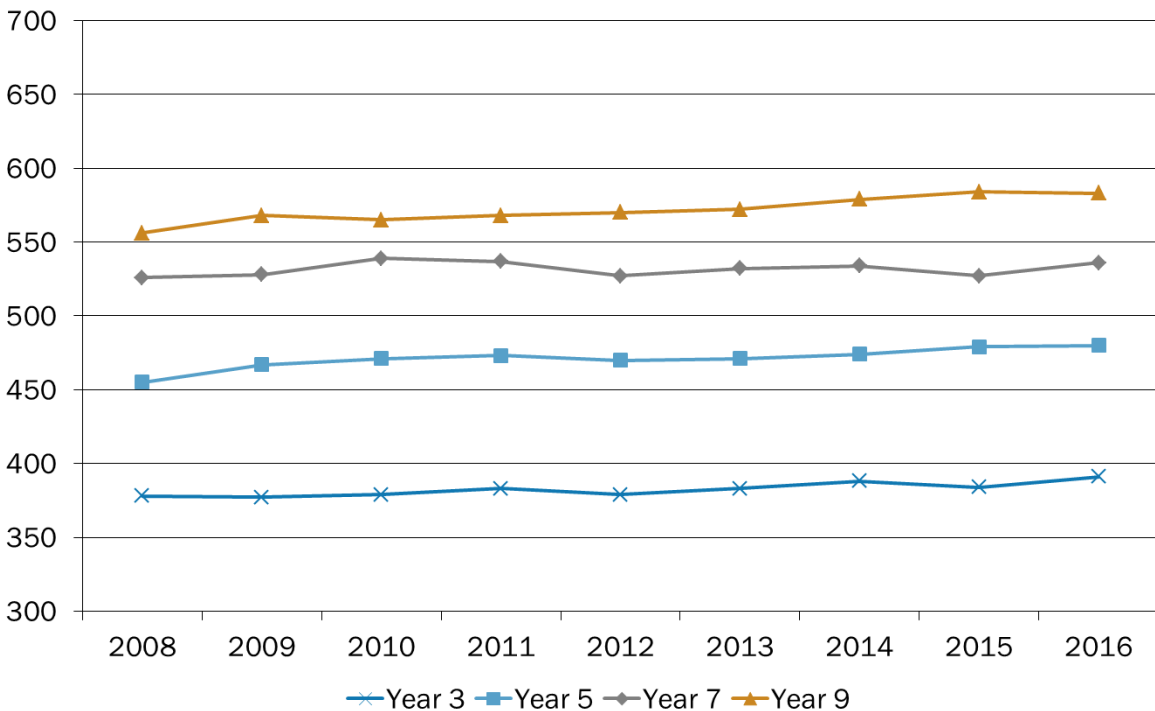
Figure A2: Mean NAPLAN reading scores of public school students by year level 2008 to 2016 ^(a)



Source: Evaluation and Accountability

(a) Year 7 become part of secondary education in Western Australia from 2015, having previously been part of primary education.

Figure A3: Mean NAPLAN numeracy scores of public school students by year level 2008 to 2016 ^(a)



Source: Evaluation and Accountability

(a) Year 7 become part of secondary education in Western Australia from 2015, having previously been part of primary education.

3. Student attendance, retention, achievement and satisfaction

Table A17: Student attendance rate of public school students by subgroup 2016 ^{(a) (b)}

| Subgroup | Aboriginal | Non-Aboriginal | All |
|----------------------------------|-------------|----------------|-------------|
| All (Pre-primary–Year 12) | 75.8 | 92.1 | 90.7 |
| Primary (Pre-primary–Year 6) | 80.7 | 93.7 | 92.6 |
| Secondary (Years 7–12) | 67.4 | 89.5 | 87.7 |

Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

(b) As per National Standards for Student Attendance Data Reporting. Data for 2016 should not be directly compared to data for 2012 or earlier as system for reporting attendance changed in 2013.

Table A18: Percentage of public school students by attendance category 2016 ^{(a) (b) (c)}

| Subgroup | Aboriginal | Non-Aboriginal | All |
|-------------------------------------|------------|----------------|------|
| Regular attendance (90–100%) | 36.1 | 74.8 | 71.4 |
| Indicated attendance risk (80–<90%) | 20.7 | 16.8 | 17.2 |
| Moderate attendance risk (60–<80%) | 20.8 | 6.2 | 7.4 |
| Severe attendance risk (<60%) | 22.4 | 2.2 | 3.9 |

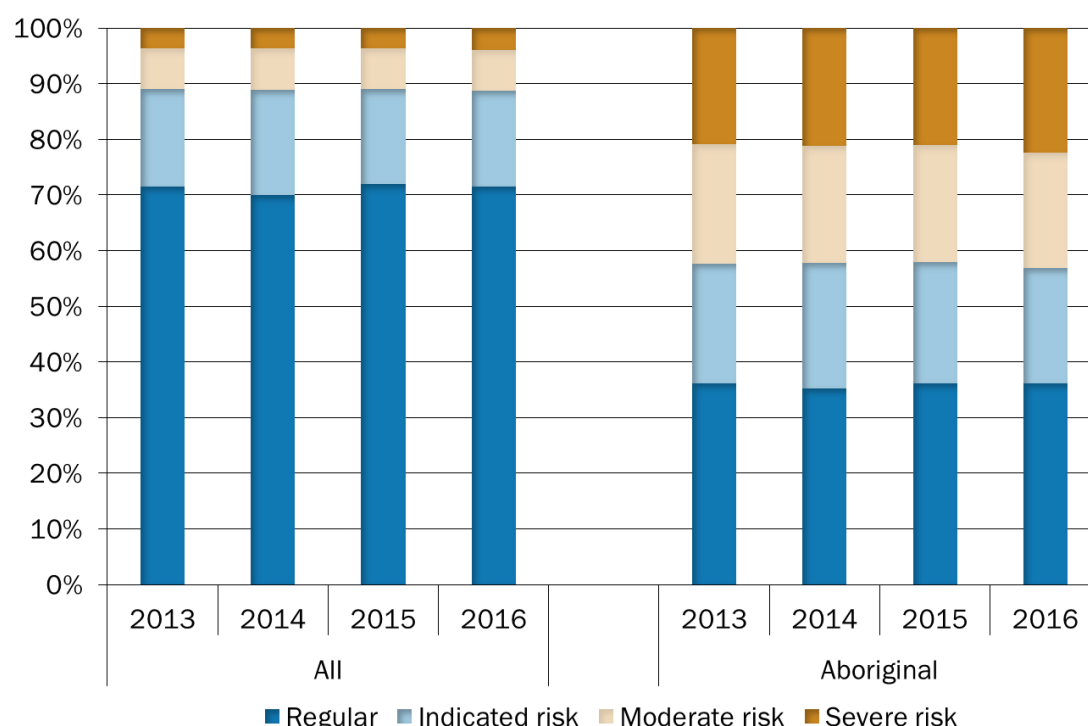
Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

(b) Percentages may not add to 100% due to rounding.

(c) As per National Standards for Student Attendance Data Reporting. Data for 2016 should not be directly compared to data for 2012 or earlier as system for reporting attendance changed in 2013.

Figure A4: Percentage of public school students by subgroup by attendance category 2013 to 2016 ^{(a) (b)}



Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

(b) As per National Standards for Student Attendance Data Reporting. Data for 2016 should not be directly compared to data for 2012 or earlier as system for reporting attendance changed in 2013.

Table A19: Apparent retention rate of public school students Years 8 to 12 by subgroup 2012 to 2016^{(a) (b)}

| Subgroup | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
|-------------------|---------------|-------------|---------------|-------------|------------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N ^(c) | % | N | % | N | % |
| All | 12 354 | 73.6 | 13 161 | 79.3 | 8 364 | 90.3 | 13 005 | 80.4 | 13 398 | 77.7 |
| Male | 6 154 | 69.2 | 6 617 | 75.3 | 4 239 | 85.1 | 6 474 | 76.0 | 6 786 | 75.1 |
| Female | 6 200 | 78.5 | 6 544 | 83.7 | 4 125 | 96.2 | 6 531 | 85.3 | 6 612 | 80.4 |
| Aboriginal | 520 | 34.4 | 650 | 43.8 | 405 | 49.1 | 645 | 43.9 | 627 | 38.8 |
| Male | 265 | 33.6 | 332 | 43.2 | 219 | 48.9 | 339 | 42.1 | 342 | 39.5 |
| Female | 255 | 35.3 | 318 | 44.4 | 186 | 49.3 | 306 | 46.2 | 285 | 38.0 |

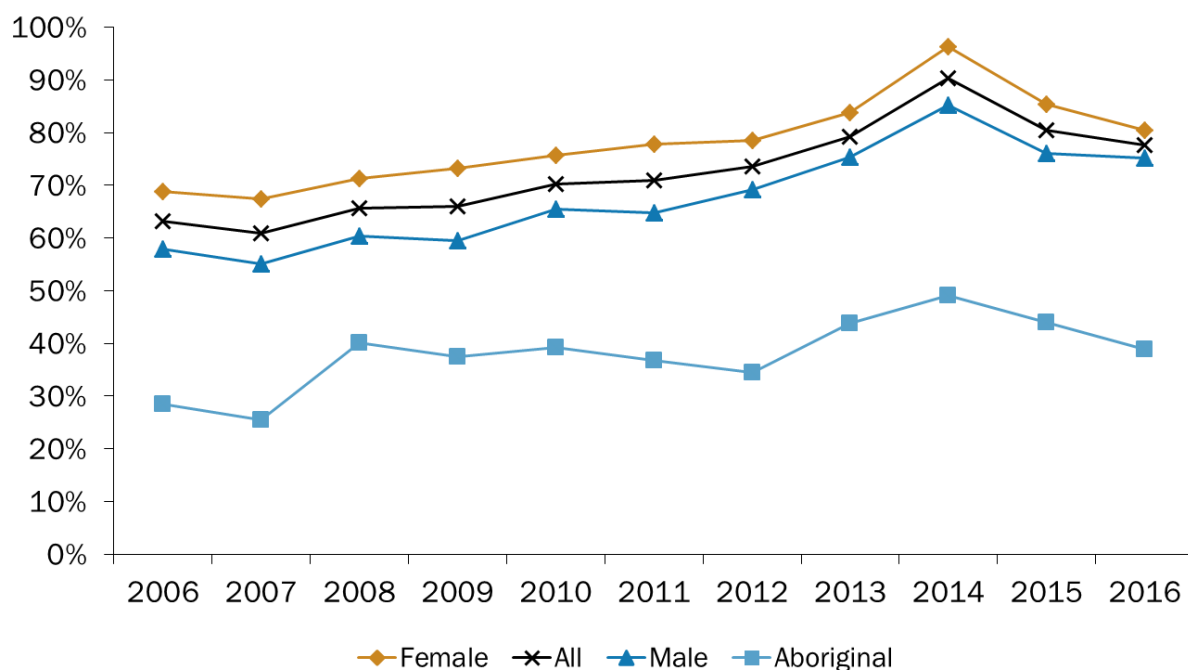
Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

(b) Semester 2 student census.

(c) Half cohort in Year 12.

Figure A5: Apparent retention rate of public school students Years 8 to 12 by subgroup 2006 to 2016^{(a) (b)}



Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.

(b) Semester 2 student census.

Table A20: Year 12 student achievement 2015 and 2016 ^(a)

| | 2015 | | 2016 | |
|--|------|--------|------|--------|
| | % | N | % | N |
| WACE achievement rate ^{(b) (c)} | 96.2 | 11 895 | 89.4 | 11 068 |
| Attainment rate ^(d) | 88.6 | 10 955 | 97.5 | 12 071 |
| Year 12 students who achieved an ATAR | 40.7 | 5 517 | 39.1 | 5 419 |
| Year 12 ATAR students who achieved an ATAR of at least 55 | 84.6 | 4 666 | 85.5 | 4 633 |
| Median ATAR | na | 76.0 | na | 78.2 |
| Year 12 students who achieved a VET certificate II and higher | 60.6 | 8 201 | 75.3 | 10 434 |
| Number of VET certificate II and higher achieved by Year 12 students | na | 13 077 | na | 16 093 |

Source: *Evaluation and Accountability*

(a) Based on number of Year 12 students at Semester 2 student census unless specified otherwise.

(b) Percentage of students who met enrolment requirements to achieve WACE (ie WACE eligible) who did achieve WACE.

(c) WACE achievement rate was affected by introduction of higher requirements in 2016. See [secondary graduation rate](#) for more information.

(d) Percentage of WACE eligible Year 12 students who achieved an ATAR of at least 55 and/or a certificate II or higher VET qualification.

Table A21: Year 12 Aboriginal student achievement 2015 and 2016 ^(a)

| | 2015 | | 2016 | |
|--|------|-------|------|-------|
| | % | N | % | N |
| WACE achievement rate ^{(b) (c)} | 87.5 | 385 | 69.8 | 298 |
| Attainment rate ^(d) | 78.0 | 343 | 97.7 | 417 |
| Year 12 students who achieved an ATAR | 8.5 | 55 | 9.3 | 59 |
| Year 12 ATAR students who achieved an ATAR of at least 55 | 69.1 | 38 | 55.9 | 33 |
| Median ATAR | na | 60.70 | na | 56.85 |
| Year 12 students who achieved a VET certificate II and higher | 56.4 | 364 | 75.5 | 478 |
| Number of VET certificate II and higher achieved by Year 12 students | na | 550 | na | 734 |

Source: *Evaluation and Accountability*

(a) Based on number of Year 12 students at Semester 2 student census unless specified otherwise.

(b) Percentage of students who met enrolment requirements to achieve WACE (ie WACE eligible) who did achieve WACE.

(c) The WACE achievement rate was affected by the introduction of higher requirements in 2016. See [secondary graduation rate](#) for more information.

(d) Percentage of WACE eligible Year 12 students who achieved an ATAR of at least 55 and/or a certificate II or higher VET qualification.

Table A22: Year 12 country student achievement 2015 and 2016 ^(a)

| | 2015 | | 2016 | |
|--|------|-------|------|-------|
| | % | N | % | N |
| WACE achievement rate ^{(b) (c)} | 95.9 | 2 642 | 87.7 | 2 473 |
| Attainment rate ^(d) | 83.6 | 2 303 | 96.5 | 2 721 |
| Year 12 students who achieved an ATAR | 30.3 | 924 | 30.4 | 973 |
| Year 12 ATAR students who achieved an ATAR of at least 55 | 80.5 | 744 | 81.9 | 797 |
| Median ATAR | na | 71.58 | na | 74.80 |
| Year 12 students who achieved a VET certificate II and higher | 59.2 | 1 803 | 76.7 | 2 454 |
| Number of VET certificate II and higher achieved by Year 12 students | na | 2 978 | na | 3 924 |

Source: *Evaluation and Accountability*

(a) Based on number of Year 12 students at Semester 2 student census unless specified otherwise.

(b) Percentage of students who met enrolment requirements to achieve WACE (ie WACE eligible) who did achieve WACE.

(c) The WACE achievement rate was affected by the introduction of higher requirements in 2016. See [secondary graduation rate](#) for more information.

(d) Percentage of WACE eligible Year 12 students who achieved an ATAR of at least 55 and/or a certificate II or higher VET qualification.

Table A23: Apparent secondary graduation rate of public school students by subgroup 2012 to 2016 ^{(a) (b)}

| Subgroup | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------|------|------|------|------|------|
| All | 65.0 | 70.5 | 80.5 | 72.7 | 63.1 |
| Male | 59.7 | 65.2 | 73.6 | 67.0 | 60.0 |
| Female | 70.9 | 76.5 | 88.5 | 78.9 | 66.6 |
| Aboriginal | 19.3 | 27.2 | 29.8 | 26.2 | 18.1 |

Source: *Evaluation and Accountability* ^(c)

(a) Excludes Canning College and Tuart College students, international and non-government students.

Repeating students included but only new instances of persons meeting requirements for secondary graduation are counted.

(b) See [secondary graduation rate](#) in Key Performance Indicators.

(c) Year 12 graduation data sourced from School Curriculum and Standards Authority.

Table A24: Student satisfaction of Year 12 public school students by subgroup 2012 to 2016 ^(a)

| Subgroup | 2012 | 2013 | 2014 ^(b) | 2015 | 2016 |
|--|------|------|---------------------|------|------|
| Percentage satisfied with quality of teaching | | | | | |
| All | 90.4 | 89.8 | 89.6 | 88.4 | 87.3 |
| Male | 89.4 | 89.0 | 88.7 | 87.8 | 87.0 |
| Female | 91.4 | 90.6 | 90.4 | 88.9 | 87.6 |
| Aboriginal | 89.4 | 94.2 | 94.4 | 92.3 | 91.0 |
| Percentage satisfied with quality of education facilities | | | | | |
| All | 85.5 | 85.4 | 85.7 | 84.8 | 83.3 |
| Male | 83.5 | 84.5 | 85.4 | 84.2 | 83.2 |
| Female | 87.3 | 86.1 | 85.8 | 85.4 | 83.5 |
| Aboriginal | 89.4 | 89.8 | 87.3 | 88.1 | 84.6 |

Source: *Evaluation and Accountability*

(a) Post school intentions and satisfaction survey, conducted in Semester 2.

(b) Half cohort in Year 12.

4. Staffing

Figure A6: Organisational chart
At 30 June 2017

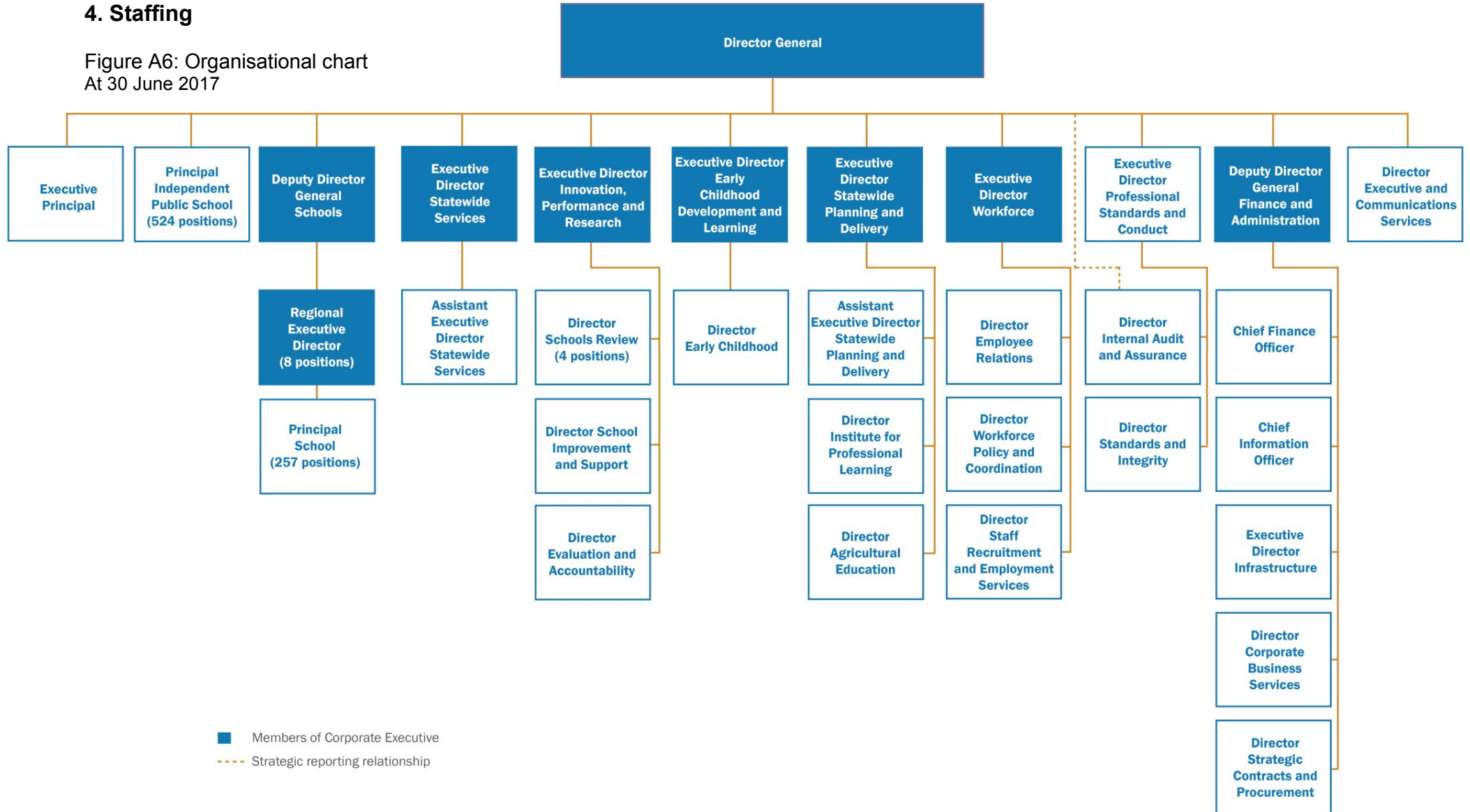


Table A25: School-based teaching staff^(a) by level of schooling^(b) and gender 2017

| Level of schooling | Female | | Male | | Total numbers |
|----------------------------------|---------------|-------------|--------------|-------------|---------------|
| | N | % | N | % | |
| Primary (Kindergarten–Year 6) | 9 827 | 84.9 | 1 742 | 15.1 | 11 569 |
| Secondary (Years 7–12) | 4 987 | 62.8 | 2 960 | 37.2 | 7 947 |
| Education support | 706 | 83.6 | 139 | 16.4 | 845 |
| Totals | 15 520 | 76.2 | 4 841 | 23.8 | 20 361 |

Source: *Evaluation and Accountability*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education levels based on proportion of students at each education level.

Table A26: Teacher retirements and resignations 2012 to 2016

| Category | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------|------|------|------|------|------|
| Retirement | 343 | 425 | 549 | 539 | 542 |
| Resignation | 558 | 534 | 577 | 582 | 622 |

Source: *Workforce Policy and Coordination*

5. WA Education Awards 2016

Through the [WA Education Awards](#), we acknowledge our teachers, leaders and support staff for their role in making a difference in the lives of students in Western Australia.

Meet our [award winners for 2016](#).

WA Premier's Excellence in Aboriginal Education Award:
Mount Lawley Senior High School

WA Premier's Primary Teacher of the Year:
Jodie Schicker, Bungaree Primary School

WA Premier's Secondary Teacher of the Year:
Dr Karen Bontempo, Shenton College Deaf Education Centre

WA Primary Principal of the Year:
Frank Pansini, Aubin Grove Primary School

WA Secondary Principal of the Year:
Alan Genoni, Canning College

WA Beginning Teacher of the Year:
Mark McClements, Challis Community Primary School

WA Education Assistant of the Year:
Stephanie Lee, College Row School

WA Aboriginal and Islander Education Officer of the Year:
Ashlee Otway, Riverside Primary School

WA School Services Staff Member of the Year:
Darryl McCart, WA College of Agriculture – Cunderdin

WA Primary School of the Year:
Aubin Grove Primary School

WA Secondary School of the Year:
John Curtin College of the Arts